DOCUMENT RESUME

ED 199 627 CG 015 105

AUTHOR	Walz, Garry R.; And Others
TITLE	Images: A Guide to Futurizing Your Classroom.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	80
CONTRACT	400-78-0005
NOTE	190p.
AVAILABLE FROM	ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($25.00).
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Activity Units; Behavioral Objectives; *Class Activities; Elementary Secondary Education; Experiential Learning; *Futures (of Society); *Interests; *Learning Activities; *Long Range Planning; Postsecondary Education; *Self Evaluation (Individuals); Teaching Guides

ABSTRACT

This guide can be used by educators at all levels in assisting learners of all ages to think constructively about their personal futures. The first section provides background material for the teacher/facilitator describing the futures movement and its development, study, and trends. Trends are reviewed in the following areas: work/leisure, education, lifestyle, the individual, society, and learning. Some program objectives are also suggested. The second section consists of an extensive general bibliography without annotations, an annotated bibliography, and bibliographies targeted to specific educational levels. The third section contains individual and group activities divided into elementary, junior high, senior high, and college/adult education levels. Each activity is accompanied by a facilitator's guide which includes anticipated student outcomes and step-by-step directions. (RC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED199627

CG 015105

IMAGES

A Guide to Futurizing Your Classroom

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

ERIC/CAPS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Authors:

Garry R. Walz
Carol K. Jaslow
Helen L. Mamarchev
Beth E. Fishbane

ERIC®

This publication was prepared with funding from the National Institute of Education, U.S. Department of Education under contract No. 400-78-0005. The opinions expressed in this report do not necessarily reflect the positions of NIE or the Department of Education.

ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE
School of Education
The University of Michigan
Ann Arbor, Michigan 48109

Published by ERIC/CAPS 1980

TABLE OF CONTENTS

	Page
Preface	i
Acknowledgements	iii
Introduction	1
About This Kit	3
Using This Kit	4
Future In Brief Section	6
Bibliography Section	27
Activities Section	92
Activities List	97
General	98
Elementary	99
Junior High School	100
Senior High School	101
College	102
Adult	103

PREFACE

Like the weather, the future is something we all like to talk about. Most of us have opinions and views as to what the future will be. Perhaps one of the reasons that it is popular is that no one really knows, or can ever know, the future--but we can all have opinions.

As a general topic of conversation, the future can be popular and entertaining, but hardly useful. While aimless philosophizing about the future undoubtedly helps to pass the time, and provides some future insights to which people may wish to be responsive, it does little to enable people to enhance their purposefulness or planfulness.

Several years ago, the ERIC Clearinghouse on Counseling and Personnel Services (ERIC/CAPS) became interested in how we might utilize the vast reservoir of accumulated knowledge and ideas in the ERIC data base in a way that would help futurize education. Almost instantaneously, through ERIC, we can become aware of many past happenings; we can become "conversational historians." We at CAPS became intrigued by how we might use ERIC resources to help individuals and educators think and plan more purposefully about the future.

In pursuit of this idea, CAPS developed a special project entitled EFIC--Educational Futures Issues Component. EFIC, an ERIC-funded project, developed a survey and several special publications which spoke to some of the major issues that ERIC Clearinghouse personnel and advisory committee members had identified. Now, in response to concerns about how to help prepare people to meet and cope with the future, we have developed a new resource, Images.

We see it as a tool that can be used by educators at all levels in assisting learners of all ages to think deeply and constructively about their personal futures, and to better prepare themselves for the array of possible futures in which they may be called upon to participate. It expressly contains a variety of approaches and exercises so that each facilitator can select for him- or herself the approach which is most appropriate. We believe that Images also has a hidden benefit--not only does it provide ways in which participants can experience the future, it also encourages facilitators to examine their own attitudes and values about the future as they select and supervise the activities. CAPS anticipates that such involvement will broaden those who use Images and make them better persons and educators.

So--we present Images: A Guide to Futurizing Your Classroom. Use it, experiment with it, dissect it, revise it, and reflect on it. We feel that it can contribute to you and your teaching. You, likewise, can contribute to it by sharing with us your reactions, ideas, and your own images as to what it is or can be. Let us hear from you; let us open a linkage between us which may serve as a bridge to the future for our mutual enhancement.

Garry R. Walz
Carol K. Jaslow

ACKNOWLEDGEMENTS

Successful projects are not just born. They must be thoughtfully conceived, creatively nurtured, and painstakingly birthed. Images has been no exception. The concept of the kit came from the fertile imaginings of Dr. Garry R. Walz, Director of the ERIC Clearinghouse on Counseling and Personnel Services (ERIC/CAPS) and Project Director for EFIC. Nurturing the materials and accompanying activities from inception to final product was performed by Carol K. Jaslow, Assistant Director of ERIC/CAPS and Project Coordinator for EFIC, and Helen L. Mamarchev, Senior Information Specialist at ERIC/CAPS. The extensive bibliography was assembled by Beth E. Fishbane, Research Assistant at ERIC/CAPS, and the painstaking typing was done by Doris Priehs, Secretary to the Director at ERIC/CAPS. Supervision of the cover graphic work fell to Penny Schreiber, Publications Editorial Assistant at the Clearinghouse.

Many thanks go to all these caring and dedicated people for giving life to Images: A Kit for Futurizing Your Classroom.

INTRODUCTION

This is the first age that's ever paid much attention to the future, which is a little ironic, since we may not have one.

-Arthur C. Clarke-

Just like Scarlett O'Hara, most of us take tomorrow for granted. Our personal battlecry seems to be, "Never do today what you can put off until tomorrow!" As a nation, we prefer not to come to grips with major problems but to use band-aids when we really need restorative surgery.

But time has a way of running out despite our best efforts to make it stand still--and it is definitely running out in terms of energy supplies, food supplies, clean air, and the potential to develop further and to live in peace. No longer can we ignore the danger signals that flash at every turn. No longer can we plunge into tomorrow with our eyes and minds closed, entrusting the burden of planning and decision-making to someone else.

We are that "someone else!"

But most of us, living primarily for today, knowing just enough about yesterday to fill in crossword puzzles, can make only uneducated guesses as to what tomorrow portends. A gypsy could do as well!

How--and where--then, can we create an environment conducive to legitimate learning about and planning for the future?

Because making informed decisions depends on knowledge-based judgments, we must set early foundations for future-oriented thinking and learning. We must provide opportunities for our children to grow up cognizant of their journey into tomorrow--accepting of the

notion that tomorrow may not, need not, perhaps should not be like today.

America's education system, because it touches the greatest number of children and young people, is the most appropriate arena in which to explore the future. America's teachers must be prepared to help "futurize" America's youth so that upcoming generations will be better able to adapt to changing circumstances. Not only must teachers "teach" in the traditional sense, they must act as futures facilitators--creating future awareness, encouraging future imaging, and helping young people explore logical paths toward shaping their own future.

Images: A Kit for Futurizing Your Classroom has been developed on the assumption that the classroom is the ideal place in which to review what has happened in the past, to analyze the present, and to use these learnings to envision a preferred future.

> *Man survives uniquely by his capacity to act in the present on the basis of past experience considered in terms of future consequences.*
>
> *-John McHale-*

ABOUT THIS KIT

Images does not purport to be a curriculum guide. It does not give you lesson-by-lesson structures for classes in geography, science, mathematics--there are many such total curricula available. Images does provide the "props" with which you, as teacher/facilitator (T/F), can assist young people to plan their futures--their education, work/leisure time, and life style. Images is developed in three major sections. The first provides a comprehensive look at the futures movement--what it is all about, how it developed, how it can be studied, and where it is going. The second section is comprised of an extensive listing of print materials, from which you may pick and choose, to use yourself and/or with your students as background reading. The third section contains activities designed for use with individual students and/or groups. The activities are independent of each other; you can use them in any order, and some you may choose not to use at all.

We who have developed Images have done so in concern for the future of our children, our country, our world. We are convinced that we can no longer hand over our destiny to others--we must work today to shape our own tomorrow.

You, the classroom T/F, are in the front ranks of this quest to understand the future. By helping young people to develop awareness of, and responsibility for, their own futures, you can play a vital role in ensuring that not only will a new day dawn but it will be a better day for all of us.

We are the future--the future starts now!

USING THIS KIT

General Instructions to the Teacher/Facilitator

Prior to using the Kit:

1. Study the Kit thoroughly. Become familiar with the sections on "The Future in Brief" and "Activities." Pay particular attention to the Participant Materials (white paper) and the accompanying Facilitator's Guide (yellow paper).

2. Read through the various activities and select those you feel most appropriate for your group. The activities have been divided according to education level--elementary, junior high, senior high, and college/adult. Some activities will appear in more than one educational level but will be specifically geared to the age level and interests of those particular students.

3. Each student should have a standard 3-hole looseleaf binder. (Some students may wish to make a decorative cover for their binders featuring their personal images of the future.)

4. After selecting an activity, remove the appropriate Activity Form from the Kit, and duplicate the number needed for your group. Be sure to 3-hole punch the forms so they fit into participant workbooks.

5. Remember that, while the activities can be used "as is," you should feel free to create your own using those in the Kit as models or guides. Within each activity, you may substitute suggested topics or call on the group for topic suggestions.

During each activity:

1. Provide your group with an overview of the purpose and goals of each activity. Review the instructions carefully with participants after distributing the Activity Forms.

After each activity:

1. Have the students add their completed Activity Forms to their notebooks so that they can maintain a complete record of their Futures Activities.

2. Record personal observations as well as participant comments about activities. These will be valuable should you wish to repeat the activities or use them with other groups.

FUTURE IN BRIEF SECTION

USING THE "FUTURE IN BRIEF" SECTION

The first section of Images presents a concise but comprehensive view of the futures movement, from its earliest beginnings in Grecian times to the present. It briefly examines a variety of techniques used by futurists in developing ideas about the future, and discusses the value of teaching futures studies in classroom settings. Social trends, general broad-based educational parameters, and guidelines for establishing program objectives are delineated.

The teacher/facilitator (T/F) should use this section to obtain background information on the futures movement which will make him/her more knowledgeable about, and perhaps more comfortable with, teaching futures studies. Participants, too, should have some background information to provide them with a mind-set for the activities in which they will engage. You can select material from this section to share with your students, such material being dependent on the age and maturity of the group.

Why Should the Future Be Studied?

> *The future of the past is in the future. The future of the present is in the past. The future of the future is in the present.*
>
> *-John McHale-*

In a time dominated by economic uncertainty, international tension, and domestic problems, many may question the value of, and even necessity for, futures studies in educational settings. Every decade seems to have its special focus for education, that area in which the public wants--and expects--its young people to become instant experts. In the 50's "Sputnik" gave rise to interest in science and technology. In the 60's education itself was on trial; it was forced to stop, look, and listen to its numerous constituencies, each demanding to know not only the "what" but also the "why." The 70's emphasized knowledge of self, coupled with self-exploration and hedonism. In the 80's, we seem to have run our course and are beginning to take a more global look at life, recognizing the interrelatedness of events--ruptures in the Middle East/oil production, revolution/price of gold, drought/population shifts. As a nation, we are recognizing that while we can no longer assume the burdens of the world, we can--and must--make ourselves a part of that world. At a time when many of us are distressed by the nonresolution of conflict in Korea, Vietnam, and the Middle East, ready to plunge our heads into the sand and wait for it to get better, we are being forced to deal with global issues that are decidedly unpalatable to our personal and national goals. As individuals and as Americans, we must learn to accept and deal with the fact that it is we who must accommodate to our finite resources, to the national

aspirations of other nations, to our interdependence, to an altered future standard of living.

Heretofore, the future has been a place into which we could spring with bold ideas, unlimited resources, and great assurance. Now the future is more forbidding--we must approach it with cautious optimism based on knowledge and reason. We must sow the seeds for future thinking early in life so that by the time our young people become our leaders, they will understand that their decisions for the future must be anchored in events of both past and present.

> *By assuming a future, man makes his present endurable and his past meaningful. Past, present, and their alternative futures interweave in the anticipation and prediction of his future actions. (McHale, 1969, p. 3)*

What Is Meant By Futures Studies?

An aggregate of names exists for describing the concept of the future: futurism, futurology, futures research, futuribles, and prognostics. For this Kit, the terms "futuristics" and "futures studies" have been selected. *Futuristics* is defined as a field of activity that seeks to identify, analyze, and evaluate possible future changes in human life in the world, implying a rational (rather than mystical) view of the future that also accepts artistic, imaginative, and experiential approaches as useful and valid contributions (Cornish, 1977). *Futures studies* is defined as the study of the future as a part of school curricula, usually incorporated into English, science, social studies, or multidisciplinary courses (Haas, 1980). Because the future refers to a period of time which has not yet arrived and has no meaning as an independent concept, futures studies is the study of ideas about the world in the future, based primarily on perceptions

of where the world has been and where it appears to be going (Cornish, 1977).

What Is The Futures Movement All About?

The futures movement is gradually forming a philosophy of three basic principles: (1) the unity or interconnectedness of reality; (2) the crucial importance of time; and (3) the importance of ideas (Cornish, 1977).

The first principle, based on the perception that the universe is a whole rather than an aggregate of independent units, suggests an interconnectedness between everything in the world, including humans. This holistic perspective views unity as unity of time and space so that the world of the future is created from the world of the present, a world in which individuals owe their existence to the happenings of the universe and are inseparable from it.

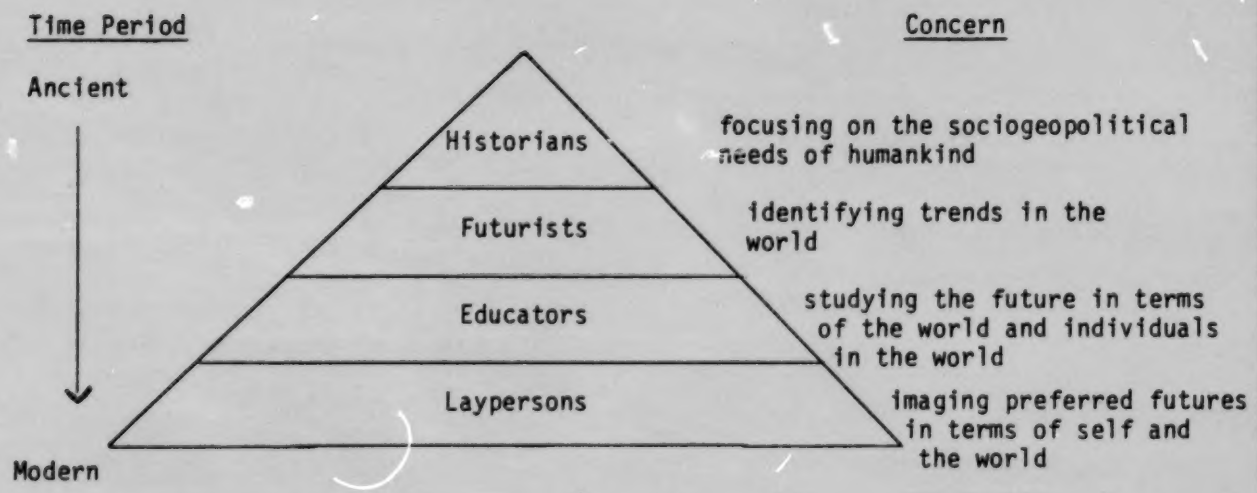
Futurists are beginning to name parts of the future ranging from five to fifty years ahead. These periods include the immediate future (up to one year hence), the near-term future (one to five years hence), the middle-range future (five to twenty years hence), the long-range future (twenty to fifty years hence), and the far future (fifty or more years hence) (Cornish, 1977). Two important considerations in this type of time orientation are that today's decisions may dramatically change the middle-range future, and that almost anything can be accomplished in twenty years. Witness the development of the nuclear bomb and the landing on the moon; once decisions were made to undertake these tasks, both were achieved within a relatively short period of time.

The systematic development of ideas, i.e., tools of thought, is of great interest to futurists. These "images of the future" are the blueprints by which individuals construct their lives (Cornish, 1977). A desirable world can be created if consensus is reached about what a desirable world should be and how it should be achieved.

How Did The Futures Movement Develop?

Basic principles of futuristics did not erupt suddenly. Rather, they evolved through historical attempts to combine knowledge of the past, present, and future. Future thinking has moved from the solely theoretical to a fusion of the theoretical and the practical--meshing images of trends with knowledge and "how to"--to ultimately achieve what is desired. Modern futuristics is distinguished by an active and systematic orientation toward a range of alternative future possibilities rather than toward a single predicted future occurrence (Fitch & Svengalis, 1979).

Pyramid Model



One way in which to trace the futures movement is to examine its beginnings, when a few visionaries approached it in a highly esoteric way. The origins of the study of the future are traceable to early ancient inscriptions intended to convey information or preserve records. Early Greek historians, logographoi, were the early forerunners of modern futurists. Herodotus and Thucydides helped historians to understand not only that life does exist in many ways but that it changes over time--the concept known now as "cultural change." Plato's Republic gave birth to the utopian tradition of an ideal society ruled by philosopher-kings. Plato suggested that systems regulating human affairs differed in quality and could be analyzed, evaluated, and even improved; Republic marked the beginning of a voluminous body of utopian and dystopian (anti-utopian) literature, extending through Sir Thomas More to the writers of the twentieth century.

After the fall of the Roman Empire and during the Dark Ages and medieval period, interest in the future was directed toward heaven rather than earth. From the eleventh through the fifteenth century, Europe gave birth to a cultural and intellectual revival, highlighted by the book Utopia by Sir Thomas More. Sir Francis Bacon's New Atlantis, published in the sixteenth century, argued that man had the ability to improve his condition through science and industry--the formulation of the idea of "progress" which became characteristic of modern western man through the seventeenth and eighteenth centuries. Progress, as part of the conventional thought of the nineteenth century, became highly visible with the invention of the locomotive and steamboat, the expansion of British and

French overseas empires, the march of civilization across the Americas, numerous inventions, growing industrial output, discoveries in chemistry and physics, and the development of programs for social welfare (Cornish, 1977).

Although the twentieth century dawned brightly, World War I soon brought a collapse of optimism. The first half of this century has seen the Russian Revolution and the rise of Communism, inflation in Germany, Fascism in Italy, the stock market collapse and Great Depression in the United States, the rise of Hitler, World War II, the atomic bomb, and the Cold War. Efforts to anticipate future developments continued to move forward at an even greater pace. Many individuals in both Europe and the United States made significant contributions to the development of futuristic theory and practice (Fitch & Svengalis, 1979). In Europe, one of the early attempts to define the study of the future was made by Ossip Flechtheim in the 1940's, who coined the term "futurology" to mean the projections, predictions, and planning procedures as well as goals, norms, and values concerning the future. The Frenchman, Bertrand de Jouvenal, preferred the term "futuribles" to designate things which can be deduced by the mind from the present, but which do not yet exist, a combination of ideas about the future based on concepts of human intelligence and will. Fred Polak, a Dutch scholar, used the term "prognostics" to suggest a study approach involving a set of mental attitudes as well as a variety of quantitative and qualitative techniques. Robert Jungk, founder of the European Mankind 2000 project, approached the study of the future from a comparatively more practical standpoint by concentrating on the need for broad democratic

participation in setting societal goals, and the need for transformation of educational institutions in order to produce more creative and imaginative persons.

Futuristics in the United States has derived many of its theoretical foundations from these scholars. Among those recognized as representative of futuristics thinking in this country are Alvin Toffler, who stresses anticipatory democracy with popular participation and feedback; Daniel Bell, who focuses on the postindustrial society, with increased emphases on providing services, controlling technology, and using theoretical knowledge; Herman Kahn, who embodies establishment optimism, using science and technology to solve major problems; Robert Theobald, who uses a communications era, linking individuals through communications networks; John McHale, who holds with collective futures, transcending current values systems and adhering to values based on a global-ecological ethical imperative; and Willis Harman, who looks to a coming transformation, implying the dominance of ecological and self-realization values.

After World War II, the main impetus for studying the future came from the demand for national security. Following the military forecasting by the Air Force's Project Forecast in 1963, the process of analyzing policy alternatives was institutionalized through the establishment of Project RAND, later the RAND Corporation. Over time, there appeared the Institute for the Future, the Futures Group, the Hudson Institute, and Resources for the Future, Inc., to name a few. During the 1960's, in the United States and abroad, a great many futurist organizations developed whose representatives tended to be well-educated persons in a wide variety of occupations, including

education, science, industry, and government. Examination of the future continued its importance as a field of study and spread through a broad spectrum of society.

How Is The Future Studied?

> *Knowledge of the past does not automatically become knowledge of the future. Knowledge of the future must be created by using data obtained in the past as raw material for fashioning ideas about the future. (Cornish, 1977, p. 104)*

In developing ideas about the future, futurists use many techniques to determine and design future-oriented activities and plans (Dickson, 1977).

Trend Extrapolation is a common form of forecasting based on the premise that the past provides patterns as to what will happen in the future. It uses mathematical equations and variations of the S-curve. A problem, however, is that it does not provide for trend reversals and major shifts.

Trend Impact Analysis picks up where trend extrapolation leaves off. The computer picks the best-fitting curve of a trend to serve as the base-line "surprise-free" future. A list of events which could have an impact on the trend are applied, permitted to happen, and then projected by computerization.

Barometric Forecasts is a catch-all term covering a number of techniques in which some aspect of present reality is used to reveal the future.

Future Scanning is a trend analysis program monitoring a variety of publications, whose items represent ideas or events with long-range consequences.

Delphi uses a group of experts to answer a series of specific questions. Following collection of the first-round of forecasts, results are sent to participants who answer the questions again. This process is repeated until something close to consensus is achieved.

Cost-Impact Analysis acknowledges the fact that when certain events occur, they affect other events; these interrelationships are then examined.

Computer Simulation is a computerized replica of some system which can be used to work out a series of predictions or gaming, i.e., experimenting with selected variables.

Scenario Writing is a narrative form of chronological history written in the future.

Where Is The Futures Movement Going?

Recent demographic and sociogeopolitical trends, identified by the various techniques for studying the future, suggest a shift in focus from subject matter to conceptual frameworks, increased attention to the development of human potential, greater educational accountability, and more experiential learning (Reeder, et al., 1976). The world appears to be entering a period of great discontinuity and change. Humankind will be forced to adapt to the increased interdependence of events and nations. Other characteristics of the future include acceleration in the rate of change, greater technological complexity, alternative energy sources, more hunger and crowding, pressure for human equity, international problems and increased demands by less developed countries, changing concepts of work and leisure, more governmental debt, threats to freedom, and movement toward a postextravagant society (Shane, 1977).

The futures movement now rests with educators (see the Pyramid Model) and not just those who have chosen to affiliate with futurist groups. If education is intended to transmit the cultures, knowledge and values of society, then

> *it is the task of the teacher to help give students the tools and attitudes that will help them and us survive in the midst of a historical transformation. There is a need, too, for positive images of the future. People need to feel that they can cope, and the place to start that feeling is in the schools. (Griffith, 1974, p. 198)*

Why Should the Future Be Studied in School?

> *Education should prepare each person to develop his or her unique strengths as fully as possible within the context of the world in which he or she will live. (Theobald, 1979, p. 26)*

Education today faces the responsibility of preparing students for entrance into a society which has undergone more change in the last 30 years than in the preceding 200 years (Chatwood, 1976). With such continued acceleration in the rate of change, education will have to teach individuals survival skills to cope with stress and risk and to approach learning as a life-long process occurring both inside and outside the classroom. Futures-oriented education focuses on teaching skills and subject matter that will help students meet the challenges of, and predict, the future.

> *The future of education itself will be best served if the burgeoning interest in tomorrow is not, as it predominantly still is today, channeled into a separate discipline, but instead is made pervasive throughout the entire curriculum. (Strudler, 1974, p. 176)*

Infusion of futuristics theories and ideas into the curriculum provides an integrated, synthesized approach to knowledge and skill acquisition, and calls for teaching students to "appreciate the

interdependent nature of learning" (Norris, 1976, p. 7). It prepares them to anticipate and adapt to change so as to become aware of the way in which they make decisions and the impact of those decisions.

Futures studies is

> *a process of perceiving future potential, problems, and alternatives as options for societal choice. Its techniques and curriculum foster a long-range and open-ended attitude in students, giving them personal practice in decision-making which they can apply to their own lives and the community of which they are a part. (Chatwood, 1976, p. 1)*

Futures studies incorporates learning inquiry strategies and problem-solving techniques which provide open-ended solutions and alternatives, but with the implication that present actions and behaviors influence the happenings of tomorrow. An interdisciplinary approach to the study of the future helps students distinguish between possible, probable, and preferable futures (Fitch & Svengalis, 1979).

Futures studies should help students achieve some of the following goals: (1) anticipate change; (2) survey forecasting methods; (3) develop abilities to relate ideas and information between disciplines; (4) facilitate interactions between themselves and teachers; (5) recognize the impact of technology on society; (6) learn to evaluate forecasts and utilize feedback; (7) study major trends; (8) explore ideas, images, and models of the future; (9) examine case studies in specific problem areas; and (10) develop alternate scenarios (Thomas, 1977).

What Are Some Social Trends?

For educators to futurize their classes involves

> *reeducating oneself, opening to an entirely new and sometimes exhilarating range of potentials within oneself as well as of the society at large. (Chatwood, 1976, p. 3)*

Administrators and teachers who recognize the desirability of sensitizing students to thinking about and planning for the future will need to be aware of social trends and program objectives which are consonant with those trends and with the parameters of public education. Students, even very young ones, should become aware of the world beyond themselves and their families, and of the way that world impacts on them. Only then can they accept the need for looking ahead--for the personal and governmental planning that must take place if their lives are to provide the most satisfaction to them with the least disruption to others. Some trends to be considered in the development of futures studies curricula include the following (Miller, et al., 1976):

Trends in Work/Leisure

1. To reconcile the leisure society with an individual's need for dignity, paid employment will no longer be a prerequisite for dignity.

2. By 1980, 38% of all families will have an income over $15,000 in real 1970 dollars, up from 21% in 1970. This increase in affluence, combined with increasing economic dislocations that cause periodic unemployment, will lead to the evolution of a leisure ethic.

3. By 1980, half of the working force, at the middle levels of employment, may consist of women workers. This will cause significant dislocation and disruption to many individuals and groups.

4. By 1975, according to a recent news report, 37% of every dollar spent by the U.S. government went for income security in direct government payments. In the years ahead, the transfer economy may be expected to expand and develop into a more rational system and guaranteed income system.

5. The wealth accumulated by middle and upper middle-class Americans in the last decades will be passed through to the next generation and will represent a sizable increment of non-work income. This in combination with the decline of economic ambition in many youth will result in new work roles and greater leisure time.

6. We can anticipate a continued blending of "work" and "leisure" pursuits, both at the "micro" level, with shared responsibilities for both economic activities and domestic duties, and at the "macro" level, with increasing concern for the creation of meaningful work, personal growth opportunities, continuing education and related amenities within the work-place.

7. Today's young adult may be expected to devote only one-sixth of his/her remaining lifetime to work (as defined in the economic sense), while about one-fourth of that remaining lifetime may be classified as "leisure."

8. Over three-fourths of the work roles will be service to persons instead of working with things. The ability to acquire and process information at different levels of interpersonal relations will be the key talent demanded by this economic system.

9. There will be a decrease in the need for highly focused specialists and a movement emphasizing the importance of generalists and interdisciplinary teamwork.

10. There will be increasing demands by workers to make all work roles meaningful and satisfying.

Trends in Education

1. Changes in jobs and occupations through a person's lifetime will be a typical pattern.

2. Youth will be more comfortable with the world than adults. Youth have been living with rapid change and future shock all of their lives, and, therefore, are less affected by them than adults. This means that in the future the clear distinction between students and teachers will diminish.

3. Society will be information-rich rather than information-poor. As information increases, it becomes crucial for education to do more than help disseminate information.

4. Consumer advocacy will continue to increase. Future predictions indicate that consumerism will also be applied to education.

5. Change will accelerate. Education will be a life-long process.

6. Society will become increasingly complex. As society becomes more complex and changes more rapid, there will be a growing level of sophistication needed for coping with the demands of life. This will result in an emphasis within schools on helping students become creative problem solvers.

7. Education will become less and less a matter of transmission of accumulated knowledge and more and more a process of developing the

thought processes and values and skills that are needed for adapting to and initiating change.

Trends in Life Style

1. There will be many more marriages (and more divorces) as younger people seek more fulfilling and supportive family lives. Pursuit of rewarding relationships will continue to grow. There will be a need to develop new family and marriage patterns.

2. There is no way for the more than 10,000,000 new families that will be formed in the next decade to live in single family, detached houses in the suburbs. The capital for this will not exist.

3. For the first time in human history, a country has achieved such great wealth that the individual has supplanted the family as the basic unit of society. This is the result of the technological revolution which has freed the individual including the female, the biological revolution that makes possible the sexual emancipation of the female, and the extended life-span which has increased almost 100% in the past 75 years. Women's liberation finally made it when women could at last control contraception and be self-supporting.

4. The traditional marriage contract will become only one of a number of ways of providing for intimate relationships between individuals and groups of the opposite or the same sex.

5. Gradually formed, long-term relationships will be less of a pattern than will more spontaneously initiated, short-lived relationships.

6. A recent study indicated that "familism" is supported by 2 out of 3 of the population 16 and older. "Familism" is the belief that the essential satisfactions of life stem from commitment to activities in the immediate family unit rather than from outside sources such as a career.

Awareness of social trends provides the background against which the present can be better understood and the future projected. Since the classroom is the appropriate arena in which futures studies should be "staged," teachers and administrators need to be, additionally, cognizant of educational parameters within which to develop their courses.

Public Education (PE) in the United States derives its purpose and direction not only from the nature and potential of the individual

and his/her community but from the nature of society--its past, present and future ("School Curriculum Design," 1974).

PE assumes broad parameters within which states, school districts and local communities develop their programs of public instruction. Such parameters focus on the individual, society, and education/learning, and include the following:

The Individual

- -Every person has inherent worth and dignity which must be recognized and supported by all public institutions.
- -The individual has a basic need to belong to and be accepted by social groups.
- -All people are more alike than different in their basic needs for growth and development. The powers of thought and reason, however, cause people to seek to fulfill these needs in significantly different ways and to different degrees.
- -Although dependent upon the physical and social environments for many of one's needs, the individual values freedom to exercise control of one's life.
- -Humans are active beings in constant interaction with their environment.
- -The individual's ability to cope with the present is the best predictor of his or her effectiveness in coping with the future.
- -One of the individual's most important tasks is to develop, identify, and accept a basic and sound set of values to guide his or her growth and development.
- -The individual's self-concept is paramount to his or her sense of well-being, motivation and success.

Society

- -Effective involvement in decision-making requires competency in areas of skills and knowledge but not necessarily the same level of competency in all people.
- -Societal changes promote changes in the ways people seek to meet their needs, which in turn promote additional changes in society and in social institutions.
- -Societal changes require a system of public education which is flexible, adaptable, and future-oriented.
- -Continuous societal changes require citizens who can learn, unlearn, and learn again.
- -Solutions to worldwide problems will demand the increased attention of each individual and cooperation among people of all cultures.

Education/Learning

-Education is a continuous process.

-Schooling is society's basic process for educating its members. Public schools reflect a basic commitment in our society.

-Present problems of society and alternatives for the future will become the basis for problem-solving learning activities with the knowledge of the past used as a resource for seeking solutions.

-Skills in planning, predicting, creating, and adapting will become basic skills in a schooling context.

-To meet the needs of society and its individual members, schools must become more flexible, more adaptable, more creative, and more responsive to changing needs. ("School Curriculum Design," 1974, pp. 5-9)

What Program Objectives Should be Established?

What, precisely, should futures studies seek to accomplish? What basic objectives should it seek to reach in the classroom? What outcomes should there be for students?

Some guidelines for determining objectives for futures education programs, recently developed under the auspices of the National Council for the Social Studies, Washington, D.C. (Fitch, 1979) may be of help to educators interested in incorporating such objectives into their own programs:

-Futures education should attempt to help students understand the concept of alternative futures.

-Students should be given opportunities to investigate a variety of alternative futures.

-Students should be given opportunities to understand the differences among possible, probable, and preferable futures.

-Futures education should aid the student to understand the concept of change.

-Futures education should promote an understanding of the possible modifications in human behavior necessary for the future.

-Futures education should promote a holistic view of the natural and social worlds.

-Futures education should promote an understanding of important societal trends and their implications.

-Futures education should promote an understanding of the relationships between values and the future.

-Futures education should promote an understanding of the ideas of major humanists and the methods of futurism.

-Futures education should promote an understanding of the relationships between past, present, and future.

-Futures education should promote a variety of additional perspectives and inquiry strategies.

-Futures education should promote the general improvement of basic research and communications skills.

REFERENCES

Chatwood, K. A rationale for teaching the future. Futures Information Interchange Newsletter, 1976, 3(2), and 1977, 4(1). Amherst, MA: University of Massachusetts. (ERIC Document Reproduction Service No. ED 141 246)

Clarke, A. C. Profiles of the future: An inquiry into the limits of the possible. Revised edition. New York: Harper & Row, 1973.

Cornish, E. The study of the future: An introduction to the art and science of understanding and shaping tomorrow's world. Washington, DC: World Future Society, 1977.

Cornish, E. What shall we call the study of the future? The Futurist, 1977, 11(1), 44-50.

Dickson, P. The future file: A guide for people with one foot in the 21st century. New York: Rawson Associates Publishers, Inc., 1977.

Fitch, R. M., & Svengalis, C. M. Futures unlimited: Teaching about worlds to come. Bulletin 59. Washington, DC: National Council for the Social Studies, 1979. (ERIC Document Reproduction Service No. ED 174 539)

Griffith, P. P. Teaching 21st-century in 20th-century high schools. In A. Toffler (Ed.), Learning for tomorrow: The role of the future in education. New York: Vintage Books, 1974.

Haas, J. D. Future studies in the K-12 curriculum. Ann Arbor, MI: ERIC/CAPS and Boulder, CO: ERIC/Social Studies/Social Science Education, 1980.

McHale, J. World resources inventory. Carbondale, IL: Author, 1965.

McHale, J. The future of the future. New York: George Braziller, 1969.

Miller, J. V., Walz, G. R., & Benjamin, L. Imaging futuristic career guidance programs. Palo Alto, CA: American Institutes for Research, 1976.

Norris, N. Thinking about the future: A little shoptalk. Futures Information Interchange Newsletter, 1976, 3(2), and 1977, 4(1). Amherst, MA: University of Massachusetts. (ERIC Document Reproduction Service No. ED 141 246)

Reeder, R., et al. Here comes the future. Lincoln, NB: Nebraska State Department of Education, 1976. (ERIC Document Reproduction Service No. ED 138 503)

School curriculum design for the 1980's. The possibilities for tomorrow's school: A proposed program for the 1980's. Austin, TX: Texas Association for Supervision and Curriculum Development, 1974. (ERIC Document Reproduction Service No. ED 098 660)

Shane, H. G. Curriculum change toward the 21st century. Washington, DC: National Education Association, 1977.

Strudler, H. L. Educational futurism: Perspective or discipline? In A. Toffler (Ed.), Learning for tomorrow: The role of the future in education. New York: Vintage Books, 1974.

Theobald, R. The nature of education: A fundamental reconsideration. In F. Kierstead, J. Bowman, & C. Dede (Eds.), Educational Futures: Sourcebook I. Washington, DC: World Future Society, 1979.

Thomas, J. W. A model for a skill-oriented future studies curriculum. Paper presented at the annual meeting of the American Educational Research Association, New York, April 4-8, 1977. (ERIC Document Reproduction Service No. ED 137 930)

BIBLIOGRAPHY SECTION

USING THE BIBLIOGRAPHY SECTION

This section contains several bibliographies: (1) an extensive general bibliography, without annotations; (2) an annotated bibliography; and (3) a series of bibliographies targeted to specific educational levels. The annotated and educational-level citations are gleaned from the general bibliography but are separated into subsets for your convenience. Citations with asterisks appear in the annotated bibliography.

Materials in the bibliographies have been selected because they represent the most extensive listing of futures-oriented published material that has come to our attention. Not all of the citations are new or even recent; many "golden oldies" are on the list.

The Bibliography Section will provide you with potential resources from which you may select your own reading as well as background reading for your students. While Images can be used--and, we hope, enjoyed--without additional reading on the part of participants, any further reading will surely enhance understanding and interest.

To obtain the resources most pertinent to your group's needs, use the educational-level bibliographies. Again, asterisked citations appear in the annotated bibliography.

BIBLIOGRAPHY

A

*Aanestad, N. Futuristics for today's student: A course description. Minot, ND: Minot High School, 1976. (ERIC Document Reproduction Service No. ED 127 610)

*Alm, K. C., Miko, M. B., Osman, J., & Smith, K. B. A futures creating paradigm: A guide to long-range planning from the future for the future (2nd ed.). Washington, DC: American Association of State Colleges and Universities, 1979.

Alschuler, A. Teaching achievement motivation: Theory and practice in psychological education. Middletown, CT: Educational Ventures, Inc., 1970.

Amelio, R. J. Hal in the classroom: Science fiction films. Dayton, OH: Pflaum Publishing Co., 1974.

*Armbruster, F. E. Our children's crippled future: How American education has failed. New York, NY: Quadrangle, 1977.

Asimov, I. (Ed.). The next ninety years. Pasadena, CA: California Institute of Technology, 1967.

Asimov, I., et al. Looking forward: Life in the twentieth century as predicted in the pages of American magazines, 1895-1905. New York, NY: American Heritage Press, 1971.

*Ayres, R. U. Uncertain futures: Challenges for decision-makers. New York, NY: John Wiley & Sons, 1979.

B

*Baier, K., & Rescher, N. Values and the future: The impact of technological change on American values. New York, NY: Free Press, The Macmillan Co., 1971.

Barnett, R., & Muller, R. E. Global reach: The power of the multinational corporations. New York, NY: Simon & Schuster, 1974.

Beckwith, B. P. The next 500 years. New York, NY: University Exposition, 1967.

Beitz, C., & Washbum, M. Creating the future: A guide to living and working for social change. New York, NY: Bantam Books, 1974.

Bell, D. The coming of the post-industrial society. New York, NY: Basic Books, 1973.

Bell, W. Social science: The future as a missing variable. In A. Toffler (Ed.), Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

Bell, W., & Mau, J. A. (Eds.). The sociology of the future. New York, NY: Russell Sage Foundation, 1971.

Bennis, W. G., & Slater, P. E. The temporary society. New York, NY: Harper & Row, 1968.

Bernard, J. The future of marriage. New York, NY: Bantam Books, 1972.

Berry, A. The next ten thousand years. New York, NY: Mentor, 1975.

Best, F. The future of work. Englewood Cliffs, NJ: Prentice-Hall, 1973.

Bezold, C. (Ed.). Anticipatory democracy: People in the politics of the future. Westminster, MD: Vintage Books, 1978.

Biondi, A. The creative process. Buffalo, NY: D.O.K. Publishers, 1972.

Biondi, A. Have an affair with your mind. Great Neck, NY: Creative Synergetic Associates, 1974.

Bloom, B. S. Human characteristics and school learning. New York, NY: McGraw-Hill, 1976.

Bloom, B. S., et al. Handbook on formative and summative evaluation of student learning. New York, NY: McGraw-Hill, 1971.

*Botkin, J. W., Elmandjra, M., & Malitza, M. No limits to learning: Bridging the human gap. Elmsford, NY: Pergamon Press, 1979.

Boulding, K. E. The meaning of the twentieth century: The great transition. New York, NY: Harper & Row, 1965.

*Brameld, T. The teacher as world citizen. Palm Springs, CA: ETC, 1976.

*Brodzinski, F. R. (Ed.). Utilizing futures research. New Directions for Student Services, 1979, 1(6), 1-100.

Bronowski, J. A sense of the future. Cambridge, MA: MIT Press, 1977.

Brown, L. By bread alone. New York, NY: Preager, 1974.

*Brown, L. The twenty-ninth day. New York, NY: W. W. Norton & Company, 1978.

Brown, W., & Kahn, H. Let there be energy. New York, NY: Thomas Y. Crowell, 1978.

Brubaker, S. In command of tomorrow: Resource and environmental strategies for Americans. Baltimore, MD: Johns Hopkins University Press, 1975.

*Buchanan, J., et al. A teachers guide for the course, "Toward the year 2000." Englewood, CO: Cherry Creek High School, 1970. (ERIC Document Reproduction Service No. ED 055 940)

*Bundy, R. (Ed.). Images of the future. Buffalo, NY: Prometheus Books, 1976.

C

Cadman, A. B. Michelangelo of the space age. The Futurist, 1976, 10(3), 144-149.

Calder, N. (Ed.). The world in 1984. Baltimore, MD: Penguin Books, 1965.

*Calkins, E., & McGhan, B. Teaching tomorrow. Dayton, OH: Pflaum Publishing Co., 1972.

Canfield, J., & Wells, H. C. 100 ways to enhance self-esteem in the classroom. Englewood Cliffs, NJ: Prentice-Hall, 1976.

Carpenter, E. They became what they beheld. New York, NY: Ballantine Books, 1970.

Carpenter, J. Destination tomorrow. Dubuque, IA: W. C. Brown, 1972.

*Chatwood, K. A rationale for teaching the future. Futures Information Interchange Newsletter, 1976, 3(2) and 1977, 4(1). Amherst, MA: University of Massachusetts. (ERIC Document Reproduction Service No. ED 141 246)

Ciba Foundation Symposium. The future as an academic discipline. New York, NY: Elsevier/Nelson, 1975.

Clark, W. Energy for survival. New York, NY: Anchor Books, 1975.

Clarke, A. C. Profiles of the future. New York, NY: Bantam Books, 1972.

*Clarke, A. C. Profiles of the future (Rev. ed.). New York, NY: Popular Library, 1977.

Cohan, M. E., & Gustafson, N. C. Population and social change: A curriculum guide for high school teachers. Minneapolis, MN: Upper Midwest Research and Development Council, 1974. (ERIC Document Reproduction Service No. ED 110 396)

*Commoner, B. The closing circle. New York, NY: Knopf, 1971.

Commoner, B. The poverty of power. New York, NY: Bantam Books, 1976.

*Conboy, W. A. The challenge of the future: Visions and versions. Lawrence, KS: University of Kansas, 1979.

Conrad, D. Education for transformation implications in Lewis Mumford's ecohumanism. Palm Springs, CA: ETC, 1976.

Convington, M. V. Childhood attitude inventory for problem solving. Berkeley, CA: University of California, 1967.

Cook, D. K. Guidance for education in revolution. Boston, MA: Allyn & Bacon, 1971.

Cooper, B. L. Exploring the future through contemporary music. Media and Methods, 1976, 12(8), 32-35; 61.

*Cornish, E. The study of the future. Washington, DC: World Future Society, 1977.

Cornish, E. Towards a philosophy of futurism. The Futurist, 1977, 11(6), 380-383.

*Cornish, E. (Ed.). 1999: The world of tomorrow: Selections from The Futurist. Washington, DC: World Future Society, 1978.

Cross, N., et al. Man-made futures: Readings in society, technology, and design. Lawrence, MA: Hutchinson Educational, 1974.

D

Daley, H. Toward a steady-state economy. San Francisco, CA: W. H. Freeman, 1973.

Davis, G. A., Manske, M. E., & Train, A. J. Training for creative thinking. Occasional Paper No. 6. Madison, WI: The University of Wisconsin, 1967.

DeBono, E. Lateral thinking. New York, NY: Harper & Row, 1972.

DeBono, E. Teaching thinking. Levittown, NY: Transatlantic Arts, Inc., 1977.

*DeBurger, J. E. (Ed.). Marriage today: Problems, issues, and alternatives. Cambridge, MA: Schenkman Publishing Co., 1975.

DeChardin, P. T. Toward the future. New York, NY: Harcourt, 1973.

DeCharms, R. From pawns to origins: Toward self-motivation. In G. Lesser (Ed.), Psychology and educational practice. Glenview, IL: Scott Foresman, 1971.

Dede, C. Futures research in the secondary science curriculum. The Science Teacher, 1974, 41(7), 25-27.

*Dickson, P. The future of the workplace. New York, NY: Weybright and Talley, 1975.

Dickson, P. The future file. New York, NY: Rawson Associates, 1977.

Driessel, J. Science fiction for sixth graders. Trends, 1971, 7(1), 18-19.

Dubos, R. So human an animal. New York, NY: Charles Scribner's Sons, 1968.

Dunnette, M. Work and nonwork in the year 2001. Monterrey, CA: Brooks/Cole, 1973.

Dunstan, M., & Garlan, F. W. Star sight: Visions of the future. Englewood Cliffs, NJ: Prentice-Hall, 1977.

Dunstan, M. J., & Garland, P. (Eds.). Worlds in the making: Probes for students of the future. Englewood Cliffs, NJ: Prentice-Hall, 1970.

E

Ehrlich, P. The end of affluence. New York, NY: Bantam Books, 1974.

Ehrlich, P., & Pirages, D. Ark II: Social response to environmental imperatives. New York, NY: Viking, 1974.

Eisenberg, S. Exploring the future: A counseling/curriculum project. Personnel and Guidance Journal, 1974, 52(8), 527-533.

Eldridge, H. W. Teaching the future at North American universities. The Futurist, 1972, 6(6), 250-252.

Elgin, D. S., & Mitchell, A. Voluntary simplicity: Lifestyle of the future. The Futurist, 1977, 11(4), 200-209; 254-261.

*Encel, S., Marstrand, P. K., & Page, W. (Eds.). The art of anticipation: Values and methods in forecasting. New York, NY: Pica Press, 1976.

*Energizing future studies. Futures Information Interchange, 1977, 5(1); Futures Information Interchange, 1978, 5(2); Futures Information Interchange, 1978, 6(1); and Futures Information Interchange, 1979, 6(2). Amherst, MA: University of Massachusetts, 1979. (ERIC Document Reproduction Service No. ED 174 546)

Environment and society in transition. Annals of the New York Academy of Sciences. New York, NY: New York Academy of Sciences, 1971.

Estandiary, F. M. Optimism one. New York, NY: Popular Library, 1970.

Estandiary, F. M. Upwingers. New York, NY: Popular Library, 1973.

Estandiary, F. M. Telespheres. New York, NY: Popular Library, 1977.

F

*Fabun, D. The dynamics of change. Englewood Cliffs, NJ: Prentice-Hall, 1967.

Fabun, D. The dimensions of change. Riverside, NJ: Glencoe Press, 1971.

Falk, R. This endangered planet. New York, NY: Random House, 1971.

*Falk, R. This endangered planet: Prospects and proposals for human survival. New York, NY: Vintage Press, 1972.

Farrell, E. J. English, education, and the electronic revolution. Urbana, IL: National Council of Teachers of English, 1967.

*Farrell, E. J. Deciding the future: A forecast of responsibilities of secondary teachers of English, 1970-2000 A.D. Report No. 12. Urbana, IL: National Council of Teachers of English, 1971.

Farrell, E. J. Science fiction/Science fact. Glenview, IL: Scott Foresman, 1974.

Feinberg, G. The prometheus project: Mankind's search for long-range goals. New York, NY: Anchor Books, 1969.

*Feinberg, G. Consequences of growth. New York, NY: Seabury Press, 1977.

*Feingold, S. N., & Fins, A. Your future in more exotic occupations. New York, NY: Richard Rosen Press, 1978.

*Ferkiss, V. The future of technological civilization. New York, NY: George Braziller, 1974.

*Ferkiss, V. C. Futurology: Promises, performance, prospects. New York, NY: Sage Publications, 1977.

Ferre, F. Shaping the future: Resources for the post-modern world. New York, NY: Harper & Row, 1976.

*Fitch, R. M., & Svengalis, C. M. Futures unlimited: Teaching about worlds to come. Bulletin 59. Washington, DC: National Council for the Social Studies, 1979. (ERIC Document Reproduction Service No. ED 174 539)

*Ford, G. A., & Lippitt, G. L. Planning your future: A workbook for personal goal setting (Rev. ed.). LaJolla, CA: University Associates, Inc., 1976.

*Fowles, J. (Ed.). Handbook of futures research. Westport, CT: Greenwood Press, 1978.

Fowles, J. The impending society of immortals. The Futurist, 1978, 12(3), 175-184.

Francoeur, R. T., & Francoeur, A. Eve's new rib: Twenty faces of sex, marriage, and family. New York, NY: Delta, 1973.

Francoeur, R. T., & Francoeur, A. Utopian motherhood: New trends in human reproduction. Cranbury, NJ: A. S. Barnes, 1973.

Francoeur, R. T., & Francoeur, A. The future of sexual relations. Englewood Cliffs, NJ: Prentice-Hall, 1974.

Franks, B. B., & Howard, M. K. Thinking futures: A cure for disease. Media and Methods, 1974, 7(7), 49-52.

Franks, B. B., & Howard, M. K. Tomorrow's curriculum today. English Journal, 1974, 63(4), 80-82.

*Franks, B. B., & Howard, M. K. People, law, and the futures perspective. Washington, DC: National Education Association, 1979.

Fraser, J. T. The voices of time. New York, NY: George Braziller, 1966.

Freed, A. M. T.A. for tots and T.A. for kids. Sacramento, CA: Jalmar Press, 1974.

*Fromm, E. To have or to be. New York, NY: Harper & Row, 1976.

Fromm, E. The well-being of man and society. New York, NY: Seabury Press, 1978.

*Frymier, J. R. A school for tomorrow. Berkeley, CA: McCutchan, 1973.

Fuller, R. B. Operating manual for spaceship earth. New York, NY: Simon & Schuster, 1969.

Fuller, R. B. I seem to be a verb. New York, NY: Bantam Books, 1970.

Fuller, R. B. Education automation. New York, NY: Doubleday, 1971.

Future decisions: The I. Q. game. Lebanon, OH: Saga Publications, 1975.

*Futures Information Interchange Newsletter, 1976, 3(2), and 1977, 4(1). Amherst, MA: University of Massachusetts, 1977. (ERIC Document Reproduction Service No. ED 141 246)

G

Glasser, W. Schools without failure. New York, NY: Harper & Row, 1969.

Glen, J. Futuring--A look at tomorrow today. In E. P. Torrance & W. F. White (Eds.), Issues and advances in educational psychology. Itasca, IL: F. E. Peacock Publishers, 1975.

Glenn, J., & Guy, C. Easy ways to help children think about the future. The Futurist, 1974, 8(6), 186-188.

*Glines, D. E. (Comp.). Educational futures: Volumes I-IV. Millville, MN: Anvil Press, 1978.

Goble, F. The third force. New York, NY: Pocket Books, 1971.

*Goble, F. Beyond failure: How to cure a neurotic society. Ottawa, IL: Caroline House, 1977.

Goodavage, J. Our threatened planet. New York, NY: Simon & Schuster, 1978.

Goodykoontz, W. F. The future: Can we shape it? Englewood Cliffs, NJ: Scholastic Press, 1973.

Gordon, W. J. J. The metaphorical way of learning and knowing. Cambridge, MA: Porpoise Books, 1973.

Gordon, W. J. J., & Poze, T. Introduction to synectics: Problem solving. Cambridge, MA: Synectics Education Systems, 1972.

*Gross, R. The lifelong learner. New York, NY: Simon & Schuster, 1977.

H

*Haas, J. D. Future studies in the K-12 curriculum. Ann Arbor, MI: ERIC Clearinghouse for Counseling and Personnel Services, 1980.

Hack, W. Educational futurism--1985. Berkeley, CA: McCutchan, 1971.

Hall, E. T. Beyond culture. New York, NY: Anchor Press, 1976.

*Hanks, K., Belliston, L., & Edwards, D. Design yourself. Los Altos, CA: William Kaufmann, Inc., 1978.

Hardin, G. The limits of altruism. Bloomington, IN: Indiana University Press, 1977.

*Harman, W. W. An incomplete guide to the future. San Francisco, CA: San Francisco Book Company, 1976.

*Harrington, F. H. The future of adult education. San Francisco, CA: Jossey-Bass, 1977.

Harris, T. I'm ok--you're ok: A practical guide to transactional analysis. New York, NY: Harper & Row, 1967.

Hayes, D. Rays of hope. New York, NY: W. W. Norton & Company, 1977.

*Heilbroner, R. An inquiry into the human prospect. New York, NY: W. W. Norton & Company, 1974.

Heilbroner, R. Business civilization in decline. New York, NY: Harper & Row, 1975.

Hellfach, J. The future of the environment. Englewood Cliffs, NJ: Prentice-Hall, 1977.

Hellfach, J. The future of the family. Englewood Cliffs, NJ: Prentice-Hall, 1977.

Hellfach, J. The future of the government. Englewood Cliffs, NJ: Prentice-Hall, 1977.

Hellfach, J. The future of work. Englewood Cliffs, NJ: Prentice-Hall, 1977.

Hellman, H. Communications in the world of the future. New York, NY: Evans, 1975.

Hellman, H. Technophobia: Getting out of the technology trap. New York, NY: Evans, 1976.

*Hencley, S. P., & Yates, J. R. Futurism in education: Methodologies. Berkeley, CA: McCutchan, 1974.

*Henderson, H. Creating alternative futures: The end of economics. Berkeley, CA: Berkeley Publishing Corp., 1978.

*Henkin, W. (Ed.). Life time: A new image of aging. Santa Cruz, CA: Unity Press, 1978.

*Hill, P. H., et al. Making decisions: A multidisciplinary introduction. Reading, MA: Addison-Wesley, 1979.

Hollister, B. Tracking the future: A personal approach. Media and Methods, 1974, 10(11), 26-27; 44-47.

Hollister, B. C., & Thompson, D. C. Grokking the future: Science fiction in the classroom. Dayton, OH: Pflaum Publishing Co., 1973.

*Hostrop, R. (Ed.). Education beyond tomorrow. Palm Springs, CA: ETC, 1975.

*Hostrop, R. (Ed.). Foundations of futurology in education. Palm Springs, CA: ETC, 1975.

*Human futures: Needs, societies, and technologies. London, England: IPC Business Press Ltd., 1974.

J

Jantsch, E. Design for evolution. New York, NY: George Braziller, 1975.

Johnson, D., & Johnson, F. Joining together: Group theory and group skills. Englewood Cliffs, NJ: Prentice-Hall, 1975.

Jonas, D., & Jonas, D. Other senses, other worlds. Briarcliff Manor, NY: Stein and Day, 1976.

Jones, T. M. Moral reasoning. Minneapolis, MN: Greenhaven Press, 1976.

*Jungk, R. The everyman project. New York, NY: Liveright, 1977.

K

Kahn, H., & Wiener, A. J. The year 2000: A framework for speculation on the next thirty-three years. New York, NY: Macmillan, 1967.

*Kahn, H., et al. The next 200 years: A scenario for America and the world. New York, NY: William Morrow and Co., 1976.

*Kauffman, D. L. Teaching the future: A guide to future-oriented education. Palm Springs, CA: ETC, 1976.

*Kauffman, D. L., Jr. Futurism: And future studies. Developments in classroom instruction. Washington, DC: National Education Association, 1976. (ERIC Document Reproduction Service No. ED 118 485)

Kenward, M. Potential energy. New York, NY: Cambridge University Press, 1976.

*Kerr, C., & Rosow, J. M. (Eds.). Work in America: The decade ahead. Florence, KY: Van Nostrand Reinhold, 1979.

*Kierstead, F., Bowman, J., & Dede, C. Educational futures: Sourcebook I. Washington, DC: World Future Society, 1979.

King, D. C., Branson, M. S., & Condon, L. E. Education for a world in change: A working handbook for global perspectives. Intercom, 1976, 84/85, 4-100.

*Kipplinger, A. H., & Barach, A. B. The exciting 80s: Big changes and growth in the years ahead. Washington, DC: Kipplinger Washington Editors, 1979.

*Koberg, D., & Bagnall, J. The universal traveler: A soft-systems guide to creativity, problem-solving, and the process of reaching goals. Los Altos, CA: William Kaufmann, Inc., 1976.

*Koberg, D., & Bagnall, J. Values tech. Los Altos, CA: William Kaufmann, Inc., 1976.

Kostelanetz, R. (Ed.). Human alternatives. Caldwood, NJ: Morrow, 1971.

Kostelanetz, R. (Ed.). Social speculations. Caldwood, NJ: Morrow, 1971.

Kostelanetz, R. (Ed.). The edge of adaptation. Englewood Cliffs, NJ: Prentice-Hall, 1973.

Kotler, P. Educational packagers: A modest proposal. The Futurist, 1978, 12(4), 239-242.

Kuhn, T. S. The structure of scientific revolutions (2nd ed.). Chicago, IL: University of Chicago Press, 1970.

L

LaConte, R. T. Teaching tomorrow today. New York, NY: Bantam Books, 1975.

Lakey, G. Strategy for a living revolution. San Francisco, CA: W. H. Freeman, 1973.

Land, G. Grow or die. New York, NY: Dell, 1973.

Leinwand, G. The future. New York, NY: Pocket Books, 1976.

Leonard, G. The transformation. New York, NY: Delacorte, 1972.

Leonard, K. The future arrives. In S. Spann & M. B. Culp (Eds.), Thematic units in teaching English and the humanities. Urbana, IL: National Council of Teachers of English, 1976.

LeShan, L. The medium, the mystic, and the physicist. New York, NY: Ballantine Books, 1975.

LeShan, L. Alternate realities. New York, NY: Ballantine Books, 1976.

*Libby, R. W., & Whitehurst, R. N. Marriage and alternatives: Exploring intimate relationships. Morristown, NJ: Scott, Foresman, and Co., 1977.

*Lindaman, E. B. Thinking in the future tense. Nashville, TN: Broadman Press, 1978.

*Lindaman, E. B., & Lippitt, R. O. Choosing the future you prefer. A goal setting guide. Ann Arbor, MI: Human Resource Development Associates of Ann Arbor, 1979. (ERIC Document Reproduction Service No. ED 177 075)

*Linstone, H. A., & Simmonds, W. H. C. Futures research: New directions. Reading, MA: Addison-Wesley, 1977.

Livingston, D. Science fiction is a valuable means to psychically prepare for the future. Trend, 1971, 7(1), 18-19.

Livingston, D. Schooling up for a future with the futurists. Media and Methods, 1973, 9(7), 26-29; 70-71.

*Loye, D. The knowable future: A psychology of forecasting and prophecy. New York, NY: Wiley-Interscience, 1978.

Lundborg, L. Future without shock. New York, NY: W. W. Norton, 1974.

M

Madsen, A. L. Tomorrow: Science fiction and the future. New York, NY: Scholastic Book Service, 1973.

Marien, M. Societal directions and alternatives. LaFayette, NY: Information for Policy Design, 1976.

*Marien, M. (Ed.). Future survey: Annual 1979. Washington, DC: World Future Society, 1980.

*Martin, M. Films on the future: A selective listing. Washington, DC: World Future Society, 1977.

*Martino, J. Technological forecasting for decision-making. New York, NY: American Elsevier, 1972.

Maruyama, M., & Harkins, A. (Eds.). Cultures beyond Earth: The role of anthropology in outer space. New York, NY: Vintage Press, 1975.

Maslow, A. Toward a psychology of being. Cincinnati, OH: Van Nostrand, 1968.

Maslow, A. Motivation and personality (2nd ed.). New York, NY: Harper & Row, 1970.

McClellan, J., & Wagschal, P. Futures Information Interchange Newsletter, 1975, 3(4), 1.

McDaniel, M. A. Tomorrow's curriculum today. In A. Toffler (Ed.), Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

McDaniel, M. A., & Mendell, J. S. What futurists can learn from creative problem solvers. In A. A. Spekke (Ed.), The next 25 years: Crisis and opportunity. Washington, DC: World Future Society, 1975.

*McHale, J. The future of the future. New York, NY: George Braziller, 1969.

McHale, J. World facts and trends. New York, NY: Collier, 1972.

McHale, J. The changing information environment. Boulder, CO: Westview Press, 1976.

*Mead, M. Culture and commitment: The new relationships between generations in the 1970's. Garden City, NY: Anchor Press, Doubleday, 1978.

*Meadows, D. H., & Meadows, D. L., et al. The limits to growth. New York, NY: The New American Library, 1974.

Medawar, P. B. The future of man. New York, NY: The New American Library, 1961.

Merloo, J. A. M. Along the fourth dimension: Man's sense of time and history. New York, NY: John Day, 1970.

Mesarovic, M., & Pestel, E. Mankind at the turning point. New York, NY: Signet, 1974.

Michael, D. N. The unprepared society: Planning for a precarious future. New York, NY: Basic Books, 1968.

Michael, D. N. The future society. Chicago, IL: Aldine, 1970.

*Michael, D. N. On learning to plan--and planning to learn. San Francisco, CA: Jossey-Bass, 1973.

*Miles, R. Awakening from the American dream--The social and political limits to growth. New York, NY: Universe Books, 1976.

*Miller, D. C., & Hunt, R. L. The advent futures studies and research curriculum guide; The advent futures studies and learning resources guide. San Francisco, CA: DCM Associates, 1973. (ERIC Document Reproduction Service No. ED 099 249)

Millies, S. Science fiction primer for teachers. Dayton, OH: Pflaum Publishing Co., 1975.

Mitchell, E. Psychic exploration. New York, NY: G. P. Putnam, 1974.

Moffitt, D. (Ed.). The Wall Street Journal views America tomorrow. New York, NY: Dow Jones, 1977.

*Montana, P. J., & Higginson, M. V. Career life planning for Americans: Agenda for organizations and individuals. New York, NY: AMACOM, 1978.

Moore, W. Technology and social change. New York, NY: Quadrangle, 1972.

Muller, H. The children of Frankenstein. Bloomington, IN: Indiana University Press, 1972.

Muller, H. The uses of the future. Bloomington, IN: Indiana University Press, 1974.

*Murray, B. Navigating the future. New York, NY: Harper & Row, 1975.

N

Nash, H. (Ed.). Progress as if survival mattered. San Francisco, CA: Friends of the Earth, 1977.

*Nelson, R. C. Choosing: A better way to live. Lake Park, FL: Guidelines Press, 1977.

*Newitt, J. (Ed.). Future trends in education policy. Lexington, MA: D. C. Heath & Co., 1979.

Noller, R., Parnes, S., & Diondi, A. Creative action book. New York, NY: Charles Scribner's Sons, 1976.

*Norman, M. H. Dimensions of the future: Alternatives for tomorrow. New York, NY: Holt, Rinehart, & Winston, Inc., 1974.

*Norris, N. Thinking about the future: A little shoptalk. Futures Information Interchange Newsletter, 1976, 3(2), and 1977, 4(1). Amherst, MA: University of Massachusetts. (ERIC Document Reproduction Service No. ED 141 246)

O

Olno, B. G. Futurism in the curriculum. The Clearing House, 1976, 49(6), 246-248.

Ophuls, W. Ecology and the politics of scarcity. San Francisco, CA: W. H. Freeman, 1977.

Osborn, A. F. Applied imagination (3rd ed.). New York, NY: Scribner, 1963.

Otto, H. The family in search of a future. New York, NY: Appleton-Century-Crofts, 1970.

Otto, H. Love today: A new exploration. New York, NY: Association Press, 1972.

P

Parnes, S. J. Creative behavior guidebook. New York, NY: Scribner, 1967.

Parnes, S. J. Creativity: Unlocking the human potential. Buffalo, NY: D.O.K. Publishers, 1972.

Parnes, S. J. Toward supersanity. Buffalo, NY: D.O.K. Publishers, 1973.

Parnes, S. J. Aha! Insights into creative behavior. Buffalo, NY: D.O.K. Publishers, 1975.

Pawley, M. The private future: Causes and consequences of community collapse in the west. New York, NY: Random House, 1974.

Peakes, A., Burnin, P., Cherniak, M., & Dede, C. Teaching about the future. Instructor, 1973, 83(1), 65-67.

Pearce, J. C. The crack in the cosmic egg. New York, NY: Pocket Books, 1971.

Pearce, J. C. Exploring the crack in the cosmic egg. New York, NY: Pocket Books, 1974.

Perelman, L. The global mind: Beyond the limits to growth. New York, NY: Mason Charter, 1976.

Perloff, H. (Ed.). The future of the U. S. government. New York, NY: George Braziller, 1971.

Pierce, C. M. The pre-schooler and the future. The Futurist, 1972, 6(1), 13-15.

Polak, F. Prognostics. New York, NY: Elsevier, 1971.

Postman, N., & Weingartner, C. Teaching as a subversive activity. New York, NY: Dell, 1969.

Purkey, W. Inviting school success: A self-concept approach to teaching and learning. Belmont, CA: Wadsworth Publishing Co., 1978.

R

*Ramey, J. Intimate friendships. Englewood Cliffs, NJ: Prentice-Hall, 1976.

Raths, L., Harmin, M., & Simon, S. Values and teaching (2nd ed.). Columbus, OH: Charles Merrill, 1978.

*Redesigning man: Science and human values. New York, NY: Harper & Row, 1976.

*Reeder, R. Here comes the future. Lincoln, NB: Nebraska State Department of Education, 1976. (ERIC Document Reproduction Service No. ED 138 503)

Reischauer, E. O. Toward the 21st century: Education for a changing world. New York, NY: Vintage Press, 1973.

Rivers, P. The survivalists. New York, NY: Universe Books, 1975.

*Robertson, J. The sane alternative: A choice of futures. St. Paul, MN: River Basin Publishing Co., 1979.

Rojas, B., & Eldridge, H. W. Status report: Sample syllabi and directory of future studies. In A. Toffler (Ed.), Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

Rosen, S. Future facts. New York, NY: Simon & Schuster, 1976.

Roszak, T. Unfinished animal. New York, NY: Harper & Row, 1976.

Roszak, T. Person/planet. New York, NY: Doubleday, 1978.

*Rubin, L. (Ed.). The future of education. Boston, MA: Allyn & Bacon, 1975.

*Rubin, L. (Ed.). Educational reform for a changing society. Boston, MA: Allyn & Bacon, 1978.

*Rust, V. D. Alternatives in education: Theoretical and historical perspectives. Beverly Hills, CA: Sage Publications, 1977.

S

Salk, J. Survival of the wisest. New York, NY: Harper & Row, 1973.

Samuelson, D. Proposal for the mandatory use of science fiction in the general curriculum. Paper presented at the national convention of the National Council of Teachers of English, Las Vegas, 1971. (ERIC Document Reproduction Service No. ED 089 277)

Sansom, R. The new American dream machine: Toward a simpler lifestyle in an environmental age. New York, NY: Doubleday, 1976.

*Schaller, L. E. Understanding tomorrow. Nashville, TN: Abingdon Press, 1976.

Schneider, S. The genesis strategy: Climate and global survival. New York, NY: Plenum Publishers, 1976.

*School curriculum design for the 1980's. The possibilities for tomorrow's school: A proposed program for the 1980's. Austin, TX: Texas Association for Supervision and Curriculum Development, 1974. (ERIC Document Reproduction Service No. ED 198 660)

Schulz, D. G. Futuristic humanistic science fiction. Paper presented at the national convention of the National Council of Teachers of English, Kansas City, April, 1975. (ERIC Document Reproduction Service No. ED 108 208)

*Schumacher, E. F. Small is beautiful: Economics as if people mattered. New York, NY: Harper & Row, 1973.

Schwartz, S. Science fiction: Bridge between the two cultures. English Journal, 1971, 60(8), 1043-1051.

Seay, M. F., et al. Community education: A developing concept. Midland, MI: Pendell Publishing Co., 1974.

*Shane, H. The educational significance of the future. Bloomington, IN: Phi Delta Kappa, 1973.

*Shane, H. Curriculum change toward the 21st century. Washington, DC: National Education Association, 1977.

Shane, H. G., & Shane, J. G. Educating the youngest for tomorrow. In A. Toffler (Ed.), Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

Simon, S. B., Howe, L. W., & Kirschenbaum, H. Values clarification: A handbook for teachers and students. New York, NY: Harcourt, 1972.

Singer, B. D. The future focused role image. In A. Toffler (Ed.), Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

Slater, P. Earthwalk. New York, NY: Bantam Books, 1974.

*Slater, P. The pursuit of loneliness (2nd ed.). Boston, MA: Beacon Press, 1976.

Slater, P. The wayward gate: Science and the supernatural. Boston, MA: Beacon Press, 1977.

Smith, J. R., & Smith, L. G. Beyond monogamy: Recent studies of sexual alternatives in marriage. Baltimore, MD: Johns Hopkins University Press, 1974.

*Snyder, D. P. (Ed.). The family in post-industrial America: Some fundamental perceptions for public policy development. Boulder, CO: Westview Press, 1979.

*Souerwine, A. H. Career strategies: Planning for personal achievement. New York, NY: AMACOM, 1978.

*Spekke, A. The next 25 years: Crisis and opportunity. Washington, DC: World Future Society, 1975.

*Stavrianos, L. S. The promise of the coming dark age. San Francisco, CA: W. H. Freeman, 1976.

Stine, G. H. The third industrial revolution. New York, NY: Putnam, 1975.

*Stinnett, N., & Birdsong, C. W. The family and alternative life styles. Chicago, IL: Nelson-Hall Publishers, 1976.

Strudler, H. L. Educational futurism: Perspective or discipline. In A. Toffler (Ed.), Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

T

Taba, H., et al. Thinking in elementary school children. Cooperative Research Project No. 1574. San Francisco, CA: San Francisco State College, 1964.

Tart, C. Altered states of consciousness. New York, NY: Doubleday, 1972.

Teich, A. (Ed.). Technology and man's future. New York, NY: St. Martin's Press, 1972.

Theobald, R. Futures conditional. Indianapolis, IN: Bobbs-Merrill, 1972.

Theobald, R. Habit and habitat: A call for fundamental changes to solve the environmental crisis. Englewood Cliffs, NJ: Prentice-Hall, 1972.

*Theobald, R. An alternative future for America's third century. Athens, OH: Swallow Press, 1976.

*Theobald, R. Beyond despair. Washington, DC: New Republic Book Co., 1976.

Thomas, J. W. Prospectus: Making change. Philadelphia, PA: Research for Better Schools, 1975.

*Thomas, J. W. A model for a skill-oriented future studies curriculum. Paper presented at the annual meeting of the American Educational Research Association, New York, April 1977. (ERIC Document Reproduction Service No. ED 137 930)

*Thompson, A. E. Understanding futurology: An introduction to futures study. North Pomfet, VT: David and Charles, 1979.

Thompson, W. I. At the edge of history. New York, NY: Harper & Row, 1971.

Thompson, W. I. Passages about earth. New York, NY: Harper & Row, 1974.

Thompson, W. I. Earth's answer. New York, NY: Harper & Row, 1977.

*Thompson, W. I. Darkness and scattered light. Garden City, NY: Anchor Doubleday, 1978.

Toffler, A. Future shock. New York, NY: Bantam Books, 1971.

Toffler, A. The psychology of the future. In A. Toffler (Ed.), Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

Toffler, A. The eco-spasm report. New York, NY: Bantam Books, 1975.

*Toffler, A. The third wave. New York, NY: William Morrow, 1980.

*Toffler, A. (Ed.). The futurists. New York, NY: Random House, 1972.

*Toffler, A. (Ed.). Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

Torrance, E. P. Thinking creatively with words. Princeton, NJ: Personnel Press, Inc., 1966.

Torrance, E. P. Sociodrama as a creative problem-solving approach to studying the future. The Journal of Creative Behavior, 1975, 9(3), 182-195.

Torrance, E. P. Can we teach children to think creatively. In A. M. Biondi & S. J. Parnes (Eds.), Assessing creative growth: Measured changes--book two. Great Neck, NY: Creative Synergetic Associates, Ltd., 1976.

Torrance, E. P. Future problem solving and career education. Athens, GA: University of Georgia, 1976.

Torrance, E. P. Today's students' images of the future. Paper presented at the Eighth Western Symposium on Learning, Western Washington State College, Bellingham, WA, 1976.

Toward the year 2000: Can we survive the future? Parts I and II. White Plains, NY: The Center for the Humanities, 1973.

Tripp, M. Woman in the year 2000. New York, NY: Dell, 1974.

Tucille, J. Who's afraid of 1984? New Rochelle, NY: Arlington House, 1975.

*Tugwell, F. Search for alternatives. Englewood Cliffs, NJ: Winthrop Publishers, 1973.

V

Vacca, R. The coming dark age. Garden City, NY: Doubleday, 1973.

*Veatch, R. M. (Ed.). Lifespan: Values and life-extending technologies. New York, NY: Harper & Row, 1979.

Velikovsky, I. Earth in upheaval. New York, NY: Pocket Books, 1977.

*Voegeli, H. E., & Tarrant, J. J. Survival 2001: Scenario from the future. New York, NY: Van Nostrand Reinhold, 1975.

W

Wagar, W. W. The city of man. Boston, MA: Houghton Mifflin, 1973.

Wagschal, P. H. Illiterates with doctorates: The future of education in an electronic age. The Futurist, 1978, 12(4), 243-244.

*Wagschal, P. H. (Ed.). Learning tomorrows: Commentaries on the future of education. New York, NY: Praeger, 1979.

*Wagschal, P. H., & Kahn, R. D. (Eds.). R. Buckminster Fuller on education. Amherst, MA: University of Massachusetts Press, 1979.

Wallen, N. E., et al. The Taba curriculum development project in social studies. Menlo Park, CA: Addison-Wesley, 1969.

Walz, G. R. A bill of futuristics: Life/career planning and human services. Impact, 1974, 3(1), 28.

*Walz, G. R., & Benjamin, L. A futuristic perspective for counselors. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1979.

*Walz, G. R., & Leu, J. Educational futures: A survey of futuristic issues and expectations. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1980.

*Walz, G. R., & Leu, J. Futuristic images of guidance and student services. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1980.

Waskow, A. Running riot: A journey through the official disasters and creative disorder in American society. New York, NY: Herder and Herder, 1970.

Watt, K. The Titanic effect. Sunderland, MA: Sinauer, 1974.

*Weiler, N. W. Reality and career planning: A guide for personal growth. Menlo Park, CA: Addison-Wesley, 1977.

*Westerhoff, J., III, & McCune, S. To make a difference: Teacher's guide. To make a difference: Planning for the future. Washington, DC: National Education Association, 1976. (ERIC Document Reproduction Service No. ED 175 793)

White, J., & Kripner, S. Future science life energies and the physics of paranormal phenomena. New York, NY: Anchor Books, 1977.

*World Future Society. The future: A guide to information sources. Washington, DC: World Future Society, 1977.

Y

Yablonsky, L. Robopaths: People as machines. Baltimore, MD: Penguin Books, Inc., 1972.

Yaker, H., et al. (Eds.). The futures of time: Man's temporal environment. New York, NY: Doubleday, 1971.

Z

*Zaltman, G., & Duncan, R. Strategies for planned change. New York, NY: Wiley-Interscience, 1977.

*Zuercher, L. A. The mutable self: A self-concept for social change. SAGE Library of Social Research 59. Beverly Hills, CA: SAGE, 1977.

SPECIAL RESOURCES

Alternative Futures. Human Dimensions Center, Rensselaer Polytechnic Institute, Troy, NY 12181. (Quarterly)

Education Tomorrow. World Future Society, 4916 St. Elmo Avenue, Washington, DC 20014. (Bi-Monthly)

Footnotes to the Future. Futuremics, Inc., 1629 K Street N. W, Suite 5129, Washington, DC 20006. (Monthly)

Future Survey. World Future Society, 4916 St. Elmo Avenue, Washington, DC 20014. (Monthly)

Futures: The Journal of Forecasting and Planning. IPC Business Press, Ltd., 205 East 42nd Street, New York, NY 10017. (Bi-Monthly)

The Futurist. World Future Society, P.O. Box 30369, Bethesda Branch, Washington, DC 20014. (Bi-Monthly)

What's Next. Congressional Clearinghouse on the Future, 3565 House Annex #2, Washington, DC 20515. (Monthly)

ANNOTATED BIBLIOGRAPHY

A

Aanestad, N. Futuristics for today's student: A course description. Minot, ND: Minot High School, 1976. (ERIC Document Reproduction Service No. ED 127 610)

This document describes a humanities course which encourages the students to examine alternatives for the future and to make decisions on the basis of the most desirable outcomes.

Alm, K. C., Miko, M. B., Osman, J., & Smith, K. B. A futures creating paradigm: A guide to long-range planning from the future for the future (2nd ed.). Washington, DC: American Association of State Colleges and Universities, 1979.

This publication of the Resource Center for Planned Change presents a planning process that directly addresses the dynamics of campus change by examining societal trends and value shifts as determinative of what a college or university should be.

Armbruster, F. E. Our children's crippled future: How American education has failed. New York, NY: Quadrangle, 1977.

This book analyzes the decline in student achievement, which crosses all socio-economic, racial, and geographical lines. The author lambastes many of the current "gimmicky" and innovative teaching methods and argues that it is the responsibility of citizens and parents to monitor educators and school administrators, outlining steps to assure their accountability.

Ayres, R. U. Uncertain futures: Challenges for decision-makers. New York, NY: John Wiley & Sons, 1979.

This book provides a comprehensive global overview of recent, past and near-term future political and economic history. It contains explicit forecasts for a number of major countries over the next 50 years.

B

Baier, K., & Rescher, N. Values and the future: The impact of technological change on American values. New York, NY: Free Press, The Macmillan Co., 1971.

This contains an introduction by Alvin Toffler and essays by Theodore Gordon, Olaf Helmer, Bertrand de Jouvenel, Kenneth Boulding, and others.

Botkin, J. W., Elmandjra, M., & Malitza, M. No limits to learning: Bridging the human gap. Elmsford, NY: Pergamon Press, 1979.

Learning and the individual human being, rather than material resources, are the key to the world's future. The traditional pattern of "maintenance learning" dispensed by the schools and the media is making "learning by shock" inevitable. To counteract this formula for disaster, individuals and societies will have to develop "innovative learning," the two chief features of which are anticipation and participation.

Brameld, T. The teacher as world citizen. Palm Springs, CA: ETC, 1976.

This is written from the viewpoint of a citizen of the "World Community of Nations" which is functioning successfully in the imaginary year 2000. Brameld is attempting to build on the work of Edward Bellamy.

Brodzinski, F. R. (Ed.). Utilizing futures research. New Directions for Student Services, 1979, 1(6), 1-100.

Essays describe the techniques of futures research, electronic age technologies and student services, and the application of future studies to the administration of student services, staff training, and counseling and life planning.

Brown, L. The twenty-ninth day. New York, NY: W. W. Norton & Company, 1978.

This is an in-depth exploration of the biological systems on which humanity depends, and how their interaction, together with the projected energy shortages, will bring about a profound change that will affect virtually every facet of human existence in the next few decades.

Buchanan, J., et al. A teachers guide for the course, "Toward the year 2000." Englewood, CO: Cherry Creek High School, 1970. (ERIC Document Reproduction Service No. ED 055 940)

This document guide sets forth methods, materials and procedures for teaching the interdisciplinary course, "Towards the year 2000."

Bundy, R. (Ed.). Images of the future. Buffalo, NY: Prometheus Books, 1976.

A score of noted futurists develop positive and creative images that may influence tomorrow's world. Optimistic constructs are offered by Herman Kahn, Robert Jungk and others.

C

Calkins, E., & McGhan, B. Teaching tomorrow. Dayton, OH: Pflaum Publishing Co., 1972.

An annotated list of recommended science fiction novels suitable to different levels of reading is found in this text.

Chatwood, K. A rationale for teaching the future. Futures Information Interchange Newsletter, 1976, 3(2), and 1977, 4(1). Amherst, MA: University of Massachusetts. (ERIC Document Reproduction Service No. ED 141 246)

This document presents practical teaching methods and learning activities for introducing future studies into the classroom.

Clarke, A. C. Profiles of the future (Rev. ed.). New York, NY: Popular Library, 1977.

This nontechnical, science-oriented inquiry into possible alternative futures is suitable for high school students.

Commoner, B. The closing circle. New York, NY: Knopf, 1971.

This is one of the early books devoted to exploring the relationship between industrialism and the ecological system.

Conboy, W. A. The challenge of the future: Visions and versions. Lawrence, KS: University of Kansas, 1979.

This future studies textbook organizes issues of the future into five dimensions: the dynamics of change, the quantity quandaries, the webs of complexity, the magnitude of our achievements, and the expectations explosion.

Cornish, E. The study of the future. Washington, DC: World Future Society, 1977.

This comprehensive introduction to futurism surveys many basic ideas and concepts, and also contains an annotated bibliography.

Cornish, E. (Ed.). 1999: The world of tomorrow: Selections from The Futurist. Washington, DC: World Future Society, 1978.

This sampling of articles from issues of The Futurist looks at the future as history, as progress, as challenge, and as intervention.

DeBurger, J. E. (Ed.). Marriage today: Problems, issues, and alternatives. Cambridge, MA: Schenkman Publishing Co., 1975.

DeBurger has collected and edited a wide range of writings that explore the extensive problems and issues confronting contemporary marriage and its alternatives.

Dickson, P. The future of the workplace. New York, NY: Weybright and Talley, 1975.

This book reviews executive, middle-management, and worker job worlds, and describes what significant changes are taking place and what job climates are being developed and tested in the U.S. and abroad.

E

Encel, S., Marstrand, P. K., & Page, W. (Eds.). The art of anticipation: Values and methods in forecasting. New York, NY: Pica Press, 1976.

Several scholars collaborated to produce a composite that deals with the process of forecasting the future. In a four-part treatment they discuss values, dilemmas, current methods, and choices.

Energizing future studies. Futures Information Interchange, 1977, 5(1); Futures Information Interchange, 1978, 5(2); Futures Information Interchange, 1978, 6(1); and Futures Information Interchange, 1979, 6(2). Amherst, MA: University of Massachusetts, 1979. (ERIC Document Reproduction Service No. ED 174 546)

These four newsletters present a collection of essays, practical teaching methods, and learning activities introducing future studies into the classroom. Some of the topics include energy education, computer-based instruction, and the teaching of history.

F

Fabun, D. The dynamics of change. Englewood Cliffs, NJ: Prentice-Hall, 1967.

This book is a resource for the teacher of futuristics, and contains forecasts based on accelerating trends in society.

Falk, R. This endangered planet: Prospects and proposals for human survival. New York, NY: Vintage Press, 1972.

In this comprehensive primer on the relationships between ecological concerns and world politics, a basic rationale for the design of a model for world order is developed.

Farrell, E. J. Deciding the future: A forecast of responsibilities of secondary teachers of English, 1970-2000 A.D. Report No. 12. Urbana, IL: National Council of Teachers of English, 1971.

This report forecasts responsibilities of secondary teachers of English and offers some background, research and predictions that extend to all teachers and all parts of the curriculum.

Feinberg, G. Consequences of growth. New York, NY: Seabury Press, 1977.

A provocative, profound discussion of the social implications of several possibilities for the future including space colonization, control over aging, long-range goals, and environmental problems.

Feingold, S. N., & Fins, A. Your future in more exotic occupations. New York, NY: Richard Rosen Press, 1978.

The career of Futurist and Technological Forecaster falls into the category of "exotic career" in this "Careers in Depth" publication. The book includes addresses for obtaining information and extensive bibliographies for further reading.

Ferkiss, V. The future of technological civilization. New York, NY: George Braziller, 1974.

A detailed analysis of the author's political philosophy (liberalism) is presented. A better future is projected and involves considering some thorough changes in the structure and philosophy of our political-economic system.

Ferkiss, V. C. Futurology: Promises, performance, prospects. New York, NY: Sage Publications, 1977.

This book is one of a series of The Washington Papers written for the Center for Strategic and International Studies, Georgetown University. It presents a survey of the art and science of predicting the future.

Fitch, R. M., & Svengalis, C. M. Futures unlimited: Teaching about worlds to come. Bulletin 59. Washington, DC: National Council for the Social Studies, 1979. (ERIC Document Reproduction Service No. ED 174 539)

This document presents a theoretical framework and suggestions for teaching about the future at the secondary level.

Ford, G. A., & Lippitt, G. L. Planning your future: A workbook for personal goal setting (Rev. ed.). LaJolla, CA: University Associates, Inc., 1976.

This is a step-by-step workbook on formulating life goals and attaining them. The reader is taken through exercises that help in the planning of day-to-day and broad-life goals.

Fowles, J. (Ed.). Handbook of futures research. Westport, CT: Greenwood Press, 1978.

Some of the world's most prominent futurists including Arthur C. Clarke, Herman Kahn, and Barry Commoner have contributed to this comprehensive collection of contemporary futures scholarship.

Franks, B. B., & Howard, M. K. People, law, and the futures perspective. Washington, DC: National Education Association, 1979.

In this course manual for teachers, the authors argue that future studies and law-related education have much in common, and educators should consider combining the two fields in the classroom.

Fromm, E. To have or to be. New York, NY: Harper & Row, 1976.

Although this is not a futurist book per se, its philosophy condemns the radical hedonism and materialism of the modern era, and suggests that a possible solution to many of our problems lies in a transformation of consciousness toward a more altruistic level of being, sharing and giving.

Frymier, J. R. A school for tomorrow. Berkeley, CA: McCutchan, 1973.

In a project sponsored by the Association for Supervision and Curriculum Development, several educators present guidelines for future schools, curriculum, instruction, and much more.

Futures Information Interchange Newsletter, 1976, 3(2), and 1977, 4(1). Amherst, MA: University of Massachusetts, 1977. (ERIC Document Reproduction Service No. ED 141 246)

This document presents practical teaching methods and learning activities for introducing future studies into the classroom.

G

Glines, D. E. (Comp.). Educational futures: Volumes I-IV. Millville, MN: Anvil Press, 1978.

This four-volume series reviews new approaches to learning and teaching change agent skills, and cites the impact of the technology and information revolutions.

Goble, F. Beyond failure: How to cure a neurotic society. Ottawa, IL: Caroline House, 1977.

A major breakthrough in psychological theory provides the key to reversing out-of-control social problems--crime, violence, fraud, drug abuse, inflation, unemployment, etc. New discoveries about human motivation are the basis for a national strategy to bring these problems under control.

Gross, R. The lifelong learner. New York, NY: Simon & Schuster, 1977.

As adults now constitute a near-majority of students on many campuses, independent adult learning is seen as the wave of the future. This book shows how anyone can become a self-directed free learner in today's teeming educational market.

H

Haas, J. D. Future studies in the K-12 curriculum. Ann Arbor, MI: ERIC Clearinghouse for Counseling and Personnel Services, 1980.

A brief introduction is offered to the field of futurology (especially human social futures), including some suggestions for teaching future studies in elementary and secondary schools. Potential topics and course and unit formats are presented, as are three bibliographies useful to readers who wish to pursue various topics in more depth.

Hanks, K., Belliston, L., & Edwards, D. Design yourself. Los Altos, CA: William Kaufmann, Inc., 1978.

This book serves as a special visual device designed to help the reader assess himself and his life, to see himself as a designer, and to take action.

Harman, W. W. An incomplete guide to the future. San Francisco, CA: San Francisco Book Company, 1976.

A coming transformation is anticipated and the roles of futures thinking in restructuring society are delineated. The coming shift away from the

industrial-era paradigm and toward a trans-industrial paradigm based on humanistic-ecological ethic is elaborated.

Harrington, F. H. The future of adult education. San Francisco, CA: Jossey-Bass, 1977.

This publication reviews the history of adult education in America and its traditional role in higher education, and describes on-campus credit programs, external degree programs, noncredit courses, and adult education activities.

Heilbroner, R. An inquiry into the human prospect. New York, NY: W. W. Norton & Company, 1974.

The author feels that society is suffering from a crisis of self-confidence and from an awareness that the quality of life is deteriorating, and suggests that we are too short-sighted to be able to meet effectively the challenges we face.

Hencley, S. P., & Yates, J. R. Futurism in education: Methodologies. Berkeley, CA: McCutchan, 1974.

This systematic study of educational futures presents 14 technological forecasting techniques previously familiar only to science, the military, and industry.

Henderson, H. Creating alternative futures: The end of economics. Berkeley, CA: Berkeley Publishing Corp., 1978.

A provocative collection of articles is presented on several economically related topics such as economic growth, inflation, techonology assessment, and the emerging "counter-economy."

Henkin, W. (Ed.). Life time: A new image of aging. Santa Cruz, CA: Unity Press, 1978.

Through more than 85 photographs by Preuss and excerpts from SAGE (Senior Actualization and Growth Exploration) sessions and exercises, this book documents the results and transformation that can take place when people take responsibility for their own lives.

Hill, P. H., et al. Making decisions: A multidisciplinary introduction. Reading, MA: Addison-Wesley, 1979.

The disciplines of philosophy, engineering, political science, psychology, economics, and medicine have been collectively brought to bear on the

decision-making process. A number of case studies that have proved to be invaluable in helping students to apply the concepts discussed to real-life situations are included.

Hostrop, R. (Ed.). Education beyond tomorrow. Palm Springs, CA: ETC, 1975.

Hostrop brings together numerous aspects of futurology as they are being discussed and practiced in education.

Hostrop, R. (Ed.). Foundations of futurology in education. Palm Springs, CA: ETC, 1975.

Alvin Toffler, Robert Theobald and Willis Harman are among the authors represented in this book which is especially valuable for newcomers to futurism who are interested in education.

Human futures: Needs, societies, and technologies. London, England: IPC Business Press Ltd., 1974.

This paper documents studies on futurism discussed in Rome at the Special World Conference on Future Research, September, 1973.

J

Jungk, R. The everyman project. New York, NY: Liveright, 1977.

This book suggests how to democratize the future by getting the ordinary citizen involved, and presents numerous ways in which he/she can create alternative futures.

Kahn, H., et al. The next 200 years: A scenario for America and the world. New York, NY: William Morrow and Co., 1976.

These studies suggest that economic growth will continue well into the next century, eventually reaching a worldwide plateau characterized by affluence and a universally high standard of living.

Kauffman, D. L. Teaching the future: A guide to future-oriented education. Palm Springs, CA: ETC, 1976.

This practical handbook is designed for classroom teachers interested in future-oriented education, with an emphasis on teaching methods and resources which have proven effective and flexible.

Kauffman, D. L., Jr. Futurism: And future studies. Developments in classroom instruction. Washington, DC: National Education Association, 1976. (ERIC Document Reproduction Service No. ED 118 485)

In this document the need to mandate immediate training of our young people in alternative problem solving for the future is examined.

Kerr, C., & Rosow, J. M. (Eds.). Work in America: The decade ahead. Florence, KY: Van Nostrand Reinhold, 1979.

Topics in this book include values, quality of life, manpower policy, minorities and work, women and work, changing attitudes toward work, productivity trends and prospects, trends in collective bargaining, the impact of changing technology on the working environment, and public policy.

Kierstead, F., Bowman, J., & Dede, C. Educational futures: Sourcebook I. Washington, DC: World Future Society, 1979.

This book contains selected papers from the first conference of the Education Section of the World Future Society, held in Houston, Texas in October 1978. The contributors focus on two areas--the future of education and how to teach about the future.

Kipplinger, A. H., & Barach, A. B. The exciting 80s: Big changes and growth in the years ahead. Washington, DC: Kipplinger Washington Editors, 1979.

This book provides a generally optimistic look at the coming decade, predicting an annual growth rate of 3.5% in the U.S. economy, and naming electronics, communications and housing among the industries that will prosper. It suggests that, while inflation will continue, it will not be out of control.

Koberg, D., & Bagnall, J. The universal traveler: A soft-systems guide to creativity, problem-solving, and the process of reaching goals. Los Altos, CA: William Kaufmann, Inc., 1976.

This book is intended to provide a simplifying format for problem-solving, with language and methods developed to help readers deal more logically and systematically with situations in their lives.

Koberg, D., & Bagnall, J. Values tech. Los Altos, CA: William Kaufmann, Inc., 1976.

This is a set of lessons, workshops, and laboratory experiments through

which a reader can discover personal values and become more aware of the importance of developing decision-making skills.

L

Libby, R. W., & Whitehurst, R. N. Marriage and alternatives: Exploring intimate relationships. Morristown, NJ: Scott, Foresman, and Co., 1977.

This anthology offers a critique of monogamy, and discusses a wide variety of alternatives--"creative singlehood," extramarital and co-marital sex, sexually open marriages, group marriage, etc.

Lindaman, E. B. Thinking in the future tense. Nashville, TN: Broadman Press, 1978.

This workbook is not a book of predictions but rather a compendium of provocative possibilities and unsettling questions.

Lindaman, E. B., & Lippitt, R. O. Choosing the future you prefer. A goal setting guide. Ann Arbor, MI: Human Resource Development Associates of Ann Arbor, 1979. (ERIC Document Reproduction Service No. ED 177 075)

This guide presents activities and exercises to aid in personal and group goal-setting and planning for the future.

Linstone, H., & Simmonds, W. H. C. Futures research: New directions. Reading, MA: Addison-Wesley, 1977.

Some 23 well-known futurists arrive at very similar conclusions from different starting points. They agree that we must move beyond the objective, analytic approach to futures problems and learn to think with equal fluency in more subjective, qualitative ways.

Loye, D. The knowable future: A psychology of forecasting and prophecy. New York, NY: Wiley-Interscience, 1978.

Forecasting is seen as a natural capacity of people, scholars and non-scholars alike; this ability can be strengthened and made more socially useful through methods for the "pooling of vision."

M

Marien, M. (Ed.). Future survey: Annual 1979. Washington, DC: World Future Society, 1980.

This publication provides concise summaries of more than 1,600 new books and articles of special interest to futurists that appeared in print during 1979. The abstracts cover a wide range of topics and are cross-indexed by author and subject.

Martin, M. Films on the future: A selective listing. Washington, DC: World Future Society, 1977.

This is the third revised and expanded version of the film guide first produced in 1971. The films are grouped according to major subject areas (Education, Technology, etc.). A brief description of each film is supplemented by information about length, source, and rental costs.

Martino, J. Technological forecasting for decision-making. New York, NY: American Elsevier, 1972.

This volume offers a systematic discussion of technological forecasting, buttressed by many examples of actual forecasts.

McHale, J. The future of the future. New York, NY: George Braziller, 1969.

This is a wide-ranging overview aided by scores of charts and photographs, with particular emphasis on ecology, technology, and planetary resources.

Mead, M. Culture and commitment: The new relationships between generations in the 1970's. Garden City, NY: Anchor Press, Doubleday, 1978.

The book describes the evolution of the Generation Gap on a worldwide scale, drawing on the author's knowledge of primitive cultures and contemporary societies. Mead discusses the evolution that led to the student riots of the sixties, the impact of technology and the search for commitment on the part of the young.

Meadows, D. H., & Meadows, D. L., et al. The limits to growth. New York, NY: The New American Library, 1974.

This report, based on a computerized model, suggests that the convergence of population growth, resource depletion, and pollution will soon lead to disaster unless we quickly change our ways. Since many subsequent books refer to the conclusions in this study, it can be read for basic background.

Michael, D. N. On learning to plan--and planning to learn. San Francisco, CA: Jossey-Bass, 1973.

This book provides a detailed and systematic examination of the resistance of individuals and groups to changes required for long-range social planning.

Miles, R. Awakening from the American dream--The social and political limits to growth. New York, NY: Universe Books, 1976.

This deals with the overstrained capacity of human beings to conceive, design, manage, support, and adapt to increasingly complex systems of human interdependence. It suggests a turn toward a more moderate energy civilization and proposes a number of social and political alternatives.

Miller, D. C., & Hunt, R. L. The advent futures studies and research curriculum guide; The advent futures studies and learning resources guide. San Francisco, CA: DCM Associates, 1973. (ERIC Document Reproduction Service No. ED 099 249)

This document provides a two-part curriculum and resource guide for undergraduate and graduate level course methodology.

Montana, P. J., & Higginson, M. V. Career life planning for Americans: Agenda for organizations and individuals. New York, NY: AMACOM, 1978.

In this book, issues of key importance to individuals and organizations on career life planning are explored. It is for people of all ages in need of advice on choosing the right career and adapting to changing job circumstances.

Murray, B. Navigating the future. New York, NY: Harper & Row, 1975.

Murray foresees the coming crunch brought about by continued population growth and dwindling resources, and warns that we are in the midst of the most rapid and significant change in history.

N

Nelson, R. C. Choosing: A better way to live. Lake Park, FL: Guidelines Press, 1977.

The book involves the reader in various exercises and questions intended to stimulate thinking about choices. The first part develops choice awareness and the second part shows the different kinds of choices that people make. The last section shows how people can apply Choice Awareness to their own lives.

Newitt, J. (Ed.). Future trends in education policy. Lexington, MA: D. C. Heath & Co., 1979.

These essays on the future of public education in America give a thoughtful examination of its problems and opportunities. Topics include trends in educational theory and practice, the fate of urban schools, demographic trends and educational implications, the schools and the law, and the bureaucratic organization of schools.

Norman, M. H. Dimensions of the future: Alternatives for tomorrow. New York, NY: Holt, Rinehart, & Winston, Inc., 1974.

This volume helps individuals explore the effects of change, focus on personal adjustments, and reach conclusions on how to improve the quality of life.

Norris, N. Thinking about the future: A little shoptalk. Futures Information Interchange Newsletter, 1976, 3(2), and 1977, 4(1). Amherst, MA: University of Massachusetts. (ERIC Document Reproduction Service No. ED 141 246)

This document presents practical teaching methods and learning activities for introducing future studies into the classroom.

R

Ramey, J. Intimate friendships. Englewood Cliffs, NJ: Prentice-Hall, 1976.

The author describes new ways of relating with which people are experimenting in a quest for social, economic, intellectual and sexual fulfillment.

Redesigning man: Science and human values. New York, NY: Harper & Row, 1976.

This is a six-filmstrip set with resource book dealing with the biological revolution and ethics.

Reeder, R. Here comes the future. Lincoln, NB: Nebraska State Department of Education, 1976. (ERIC Document Reproduction Service No. ED 138 503)

This document is a teacher's guide which introduces students to future problems and potentials in an effort to prepare them for life in the 21st century. Five futuristic trends are presented through the lesson units, in conjunction with a variety of exploratory teaching activities.

Robertson, J. The sane alternative: A choice of futures. St. Paul, MN: River Basin Publishing Co., 1979.

The author presents a choice of five possible futures for mankind and argues in favor of the sane, humane, and ecological (SHE) future. He outlines six transformational roles and 30 activity areas where these roles can be practiced, and provides a list of about 100 people and organizations in Europe and North America engaged in activities relevant to a SHE future.

Rubin, L. (Ed.). The future of education. Boston, MA: Allyn & Bacon, 1975.

Three social scientists assess the implications of today's political, educational and social trends on tomorrow's classroom.

Rubin, L. (Ed.). Educational reform for a changing society. Boston, MA: Allyn & Bacon, 1978.

Nine leading authorities examine key social, political, scientific, and educational trends certain to influence the future of education.

Rust, V. D. Alternatives in education: Theoretical and historical perspectives. Beverly Hills, CA: Sage Publications, 1977.

This book discusses the intellectual ramifications of modernization, with a special emphasis on educational structures. It examines the alternatives in the future of education, maintaining that while education is in a state of crisis and doubt at present, a new paradigm of understanding is bound to emerge.

S

Schaller, L. E. Understanding tomorrow. Nashville, TN: Abingdon Press, 1976.

This primer for futurists describes the changes that are taking place in our daily lives and their implications for the future. It is appropriate for junior or senior high school.

School curriculum design for the 1980's. The possibilities for tomorrow's school: A proposed program for the 1980's. Austin, TX: Texas Association for Supervision and Curriculum Development, 1974. (ERIC Document Reproduction Service No. ED 198 660)

This model sets a goal for public school legislation and includes four coordinated strands: the problem-focused curriculum; the humanistic values curriculum; the curriculum for specialization; and the curriculum for personal growth and development. Program descriptions are included for nine areas encompassing all education levels.

Schumacher, E. F. Small is beautiful: Economics as if people mattered. New York, NY: Harper & Row, 1973.

This book is addressed to individuals who seek alternatives to the dehumanizing, exploitive, polluting way of life brought about by industrialization.

Shane, H. The educational significance of the future. Bloomington, IN: Phi Delta Kappa, 1973.

This is a report prepared for the U.S. Commissioner of Education on the basis of interviews with more than 80 futurists.

Shane, H. Curriculum change toward the 21st century. Washington, DC: National Education Association, 1977.

Shane examines the responses of an international panel of educators and other leaders to questions regarding the content and direction of education in the years to come.

Slater, P. The pursuit of loneliness (2nd ed.). Boston, MA: Beacon Press, 1976.

The author analyzes what he believes is wrong with our society and suggests some challenging alternatives.

Snyder, D. P. (Ed.). The family in post-industrial America: Some fundamental perceptions for public policy development. Boulder, CO: Westview Press, 1979.

Traditional public policy toward the family has been biased by a restrictive perception that families other than the nuclear, two-parent household are either ailing or aberrant. The family is seen as a natural, ongoing, and dynamically adaptive element of Western civilization--a tangible social and economic asset and an appropriate technology for the efficient performance of tasks such as child care, health, education, and the welfare of the aged.

Souerwine, A. H. Career strategies: Planning for personal achievement. New York, NY: AMACOM, 1978.

Souerwine spells out ways that an individual can take charge of a career--how strategies can be developed and implemented to match career roles and opportunities with dominant needs.

Spekke, A. The next 25 years: Crisis and opportunity. Washington, DC: World Future Society, 1975.

This anthology of readings is based on sessions held at the Second General Assembly of the World Future Society in 1975. There are 43 selections arranged in 10 thematic sections ranging from world community to intimate relationships, to forecasting.

Stavrianos, L. S. The promise of the coming dark age. San Francisco, CA: W. H. Freeman, 1976.

An optimistic view of the future is taken in the light of historical perspective. The seeming chaos is seen not only as the death agonies of the old order but the birth pangs of a new golden age.

Stinnett, N., & Birdsong, C. W. The family and alternative life styles. Chicago, IL: Nelson-Hall Publishers, 1976.

This is a study of the search for more intimate relationships through six alternatives to traditional marriage--cohabitation, communes, swinging, group marriage, extramarital affairs, and one-parent families.

T

Theobald, R. An alternative future for America's third century. Athens, OH: Swallow Press, 1976.

Theobald attempts to explore the problems mankind faces, the possibilities for deep change presented by these problems, and how we can hope to bring about the revolution in values, institutions, and systems needed to avoid extinction.

Theobald, R. Beyond despair. Washington, DC: New Republic Book Co., 1976.

In an analysis of several contemporary problems, the author suggests that part of the solution lies in creating a new system of understandings among people. He assumes that people can learn to modify their destructive behaviors if they can be made to realize that it is in their own best interest to do so.

Thomas, J. W. A model for a skill-oriented future studies curriculum. Paper presented at the annual meeting of the American Educational Research Association, New York, April 1977. (ERIC Document Reproduction Service No. ED 137 930)

A developmental model for a junior high school course in future studies is presented. A design for integrating this model with a second problem-solving model to create a future-oriented, inventive problem-solving program is also provided.

Thompson, A. E. Understanding futurology: An introduction to futures study. North Pomfet, VT: David and Charles, 1979.

This volume contains brief chapters on the need for futures study, systems, the thermodynamic view, environmental impact, time and free will, wealth and growth, food, climate, education for the future, arms and defense, scale, and alternative technology.

Thompson, W. I. Darkness and scattered light. Garden City, NY: Anchor Doubleday, 1978.

This latest of the author's four future-oriented books views the world as entering an age of chaos prior to the emergence of a planetary renaissance, one of the primary characteristics of which will be the "meta-industrial village."

Toffler, A. The third wave. New York, NY: William Morrow, 1980.

Toffler presents evidence that the third tidal wave of change in history is now under way, creating a new civilization. The book explores such diverse subjects as the gyrating economy, the personality of the future, "blip culture," the post-nuclear family, the "electronic cottage," the crack-up of the nation-state, and the shift from the obsolete politics of today to twenty-first century democracy.

Toffler, A. (Ed.). The futurists. New York, NY: Random House, 1972.

This book contains writings by many futurists and can serve as an introduction to futuristics. The appendix contains sample syllabi and a directory for future studies.

Toffler, A. (Ed.). Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

This volume is a handbook designed to help shift education into the future tense.

Tugwell, F. Search for alternatives. Englewood Cliffs, NJ: Winthrop Publishers, 1973.

This anthology contains some of the shorter pieces of futurist writing. Among those included are John Platt's "What We Must Do," and Elise Boulding's "Futurology and the Imaging Capacity of the West."

V

Veatch, R. M. (Ed.). Life span: Values and life-extending technologies. New York, NY: Harper & Row, 1979.

The contributors suggest norms for medical research, development, and delivery of life-extending technologies; address the questions of pain, suffering, aging, and the religious and social aspects of "natural death"; and explore the complex issues of law, privacy, technology, freedom, and public policy, with particular reference to suicide and euthanasia. A bibliography of about 120 items is included.

Voegeli, H. E., & Tarrant, J. J. Survival 2001: Scenario from the future. New York, NY: Van Nostrand Reinhold, 1975.

Looking backward from the safe perspective of the mid-21st century, this book examines the ways in which people can function on clean energy, and live healthier, safer, and better lives.

W

Wagschal, P. H. (Ed.). Learning tomorrows: Commentaries on the future of education. New York, NY: Praeger, 1979.

This collection of papers prepared for the 1978 "Learning Tomorrows" Conference at the University of Massachusetts at Amherst includes contributions by Buckminster Fuller, Ivan Illich, Elise Boulding, and seven other participants addressing such topics as Education in China, Urban Education, and Education and Development.

Wagschal, P. H., & Kahn, R. D. (Eds.). R. Buckminster Fuller on education. Amherst, MA: University of Massachusetts Press, 1979.

In these articles, written between 1961 and 1968, Fuller discusses a wide range of topics, including the educational value of being mistaken, the untapped potential of communications technology in learning, and the frames of mind imposed on us by our ancestors' migrations.

Walz, G. R., & Benjamin, L. A futuristic perspective for counselors. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1979.

This monograph analyzes alternative directions for counseling in the future, and discusses challenges to which counselors must respond if they are to be a viable force in the educational process.

Walz, G. R., & Leu, J. Educational futures: A survey of futuristic issues and expectations. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1980.

This analysis of a survey developed conjointly by The University of Michigan and ERIC/CAPS identifies emerging social issues and developments that have the potential for significantly affecting education. It includes implications of the survey results for educational leaders and practitioners as well as for the future of education itself.

Walz, G. R., & Leu, J. Futuristic images of guidance and student services. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1980.

Images of the future of guidance and student services are provided, as are priorities which should be addressed in the middle-term future.

Weiler, N. W. Reality and career planning: A guide for personal growth. Menlo Park, CA: Addison-Wesley, 1977.

Weiler argues that people can take charge of their own lives and make their careers satisfying. To do this, an individual must know both his personal career goals and the realities of the working world.

Westerhoff, J., III, & McCune, S. To make a difference: Teacher's guide. To make a difference: Planning for the future. Washington, DC: National Education Association, 1976. (ERIC Document Reproduction Service No. ED 175 793)

This guide is designed to introduce futures planning concepts for democratic social change and the skills necessary for effective planning.

World Future Society. The future: A guide to information sources. Washington, DC: World Future Society, 1977.

This directory covers a wide range of information resources--organizations, individuals, books, films, and courses, concerned with futures studies.

Zaltman, G., & Duncan, R. Strategies for planned change. New York, NY: Wiley-Interscience, 1977.

This textbook on the various strategies and tactics available for creating social change should be read by government officials, businessmen, and anyone else interested in understanding the change process.

Zuercher, L. A. The mutable self: A self-concept for social change. SAGE Library of Social Research 59. Beverly Hills, CA: SAGE, 1977.

The Mutable Self incorporates four key components of self-concept: physical self, social self, reflective self and oceanic self. Social science and futurist literature is reviewed, and a schematic for the development of a self-concept which includes the Mutable Self is assembled.

ELEMENTARY EDUCATION

Asimov, I. (Ed.). The next ninety years. Pasadena, CA: California Institute of Technology, 1967.

Asimov, I., et al. Looking forward: Life in the twentieth century as predicted in the pages of American magazines, 1895-1905. New York, NY: American Heritage Press, 1971.

*Chatwood, K. A rationale for teaching the future. Futures Information Interchange Newsletter, 1976, 3(2), and 1977, 4(1). Amherst, MA: University of Massachusetts. (ERIC Document Reproduction Service No. ED 141 246)

Clarke, A. C. Profiles of the future. New York, NY: Bantam Books, 1972.

Cook, D. K. Guidance for education in revolution. Boston, MA: Allyn & Bacon, 1971.

Eisenberg, S. Exploring the future: A counseling/curriculum project. Personnel and Guidance Journal, 1974, 52(8), 527-533.

*Energizing future studies. Futures Information Interchange, 1977, 5(1); 1978, 5(2); 1978, 6(1); and 1979, 6(2). Amherst, MA: University of Massachusetts, 1979. (ERIC Document Reproduction Service No. ED 174 546)

Freed, A. M. T.A. for tots and T.A. for kids. Sacramento, CA: Jalmar Press, 1974.

Fuller, R. B. Education automation. New York, NY: Doubleday, 1971.

*Futures Information Interchange Newsletter, 1976, 3(2) and 1977, 4(1). Amherst, MA: University of Massachusetts, 1977. (ERIC Document Reproduction Service No. ED 141 246)

*Glines, D. E. (Comp.). Educational futures: Volumes I-IV. Millville, MN: Anvil Press, 1978.

*Haas, J. D. Future studies in the K-12 curriculum. Ann Arbor, MI: ERIC Clearinghouse for Counseling and Personnel Services, 1980.

Maslow, A. Toward a psychology of being. Cincinnati, OH: Van Nostrand, 1968.

McClellan, J., & Wagschal, P. Futures Information Interchange Newsletter, 1975, 3(4), 1.

*Mead, M. Culture and commitment: The new relationships between generations in the 1970's. Garden City, NY: Anchor Press, Doubleday, 1978.

Medawar, P. B. The future of man. New York, NY: The New American Library, 1961.

Michael, D. N. The future society. Chicago, IL: Aldine, 1970.

*Norris, N. Thinking about the future: A little shoptalk. Futures Information Interchange Newsletter, 1976, 3(2), and 1977, 4(1). Amherst, MA: University of Massachusetts. (ERIC Document Reproduction Service No. ED 141 246)

*Ramey, J. Intimate friendships. Englewood Cliffs, NJ: Prentice-Hall, 1976.

*Reeder, R. Here comes the future. Lincoln, NB: Nebraska State Department of Education, 1976. (ERIC Document Reproduction Service No. ED 138 503)

Simon, S. B., Howe, L. W., & Kirschenbaum, H. Values clarification: A handbook for teachers and students. New York, NY: Harcourt, 1972.

Taba, H., et al. Thinking in elementary school children. Cooperative Research Project No. 1574. San Francisco, CA: San Francisco State College, 1964.

Toffler, A. Future shock. New York, NY: Bantam Books, 1971.

*Toffler, A. (Ed.). Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

Wallen, N. E., et al. The Taba curriculum development project in social studies. Menlo Park, CA: Addison-Wesley, 1969.

Walz, G. R. A bill of futuristics: Life/career planning and human services. Impact, 3(1), 28.

*Walz, G. R., & Benjamin, L. A futuristic perspective for counselors. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1979.

*Walz, G. R., & Leu, J. Educational futures: A survey of futuristic issues and expectations. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1980.

*Walz, G. R., & Leu, J. Futuristic images of guidance and student services. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1980.

SECONDARY EDUCATION

*Aanestad, N. Futuristics for today's student: A course description. Minot, ND: Minot High School, 1976. (ERIC Document Reproduction Service No. ED 127 610)

Amelio, R. J. Hal in the classroom: Science fiction films. Dayton, OH: Pflaum Publishing Co., 1974.

Asimov, I. (Ed.). The next ninety years. Pasadena, CA: California Institute of Technology, 1967.

Asimov, I., et al. Looking forward: Life in the twentieth century as predicted in the pages of American magazines, 1895-1905. New York, NY: American Heritage Press, 1971.

Barnett, R., & Muller, R. E. Global reach: The power of the multi-national corporations. New York, NY: Simon & Schuster, 1974.

Beitz, C., & Washbum, M. Creating the future: A guide to living and working for social change. New York, NY: Bantam Books, 1974.

Bell, D. The coming of the post-industrial society. New York, NY: Basic Books, 1973.

Bell, W. Social science: The future as a missing variable. In A. Toffler (Ed.), Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

Bernard, J. The future of marriage. New York, NY: Bantam Books, 1972.

Berry, A. The next ten thousand years. New York, NY: Mentor, 1975.

Best, F. The future of work. Englewood Cliffs, NJ: Prentice-Hall, 1973.

Bezold, C. (Ed.). Anticipatory democracy: People in the politics of the future. Westminster, MD: Vintage Books, 1978.

Biondi, A. The creative process. Buffalo, NY: D.O.K. Publishers, 1972.

Biondi, A. Have an affair with your mind. Great Neck, NY: Creative Synergetic Associates, 1974.

*Brameld, T. The teacher as world citizen. Palm Springs, CA: ETC, 1976.

Brown, L. By bread alone. New York, NY: Preager, 1974.

*Brown, L. The twenty-ninth day. New York, NY: W. W. Norton & Company, 1978.

Brown, W., & Kahn, H. Let there be energy. New York, NY: Thomas Y. Crowell, 1978.

Brubaker, S. In command of tomorrow: Resource and environmental strategies for Americans. Baltimore, MD: Johns Hopkins University Press, 1975.

*Buchanan, J., et al. A teachers guide for the course, "Toward the year 2000." Englewood, CO: Cherry Creek High School, 1970. (ERIC Document Reproduction Service No. ED 055 940)

*Bundy, R. (Ed.). Images of the future. Buffalo, NY: Prometheus Books, 1976.

Cadman, A. B. Michelangelo of the space age. The Futurist, 1976, 10(3), 144-149.

*Calkins, E., & McGhan, B. Teaching tomorrow. Dayton, OH: Pflaum Publishing Co., 1972.

Carpenter, J. Destination tomorrow. Dubuque, IA: W. C. Brown, 1972.

*Chatwood, K. A rationale for teaching the future. Futures Information Interchange Newsletter, 1976, 3(2), and 1977, 4(1). Amherst, MA: University of Massachusetts. (ERIC Document Reproduction Service No. ED 141 246)

Ciba Foundation Symposium. The future as an academic discipline. New York, NY: Elsevier/Nelson, 1975.

Clark, W. Energy for survival. New York, NY: Anchor Books, 1975.

Clarke, A. C. Profiles of the future. New York, NY: Bantam Books, 1972.

*Clarke, A. C. Profiles of the future (Rev. ed.). New York, NY: Popular Library, 1977.

Cohan, M. E., & Gustafson, N. C. Population and social change: A curriculum guide for high school teachers. Minneapolis, MN: Upper Midwest Research and Development Council, 1974. (ERIC Document Reproduction Service No. ED 110 396)

*Commoner, B. The closing circle. New York, NY: Knopf, 1971.

Commoner, B. The poverty of power. New York, NY: Bantam Books, 1976.

Conrad, D. Education for transformation implications in Lewis Mumford's ecohumanism. Palm Springs, CA: ETC, 1976.

Convington, M. V. Childhood attitude inventory for problem solving. Berkeley, CA: University of California, 1967.

Cook, D. K. Guidance for education in revolution. Boston, MA: Allyn & Bacon, 1971.

Cooper, B. L. Exploring the future through contemporary music. Media and Methods, 1976, 12(8), 32-35; 61.

*Cornish, E. The study of the future. Washington, DC: World Future Society, 1977.

Cross, N., et al. Man-made futures: Readings in society, technology, and design. Lawrence, MA: Hutchinson Educational, 1974.

Daley, H. Toward a steady-state economy. San Francisco, CA: W. H. Freeman, 1973.

Davis, G. A., Manske, M. E., & Train, A. J. Training for creative thinking. Occasional Paper No. 6. Madison, WI: The University of Wisconsin, 1967.

DeBono, E. Lateral thinking. New York, NY: Harper & Row, 1972.

DeBono, E. Teaching thinking. Levittown, NY: Transatlantic Arts, Inc., 1977.

DeChardin, P. T. Toward the future. New York, NY: Harcourt, 1973.

Dede, C. Futures research in the secondary science curriculum. The Science Teacher, 1974, 41(7), 25-27.

Dickson, P. The future file. New York, NY: Rawson Associates, 1977.

Driessel, J. Science fiction for sixth graders. Trends, 1971, 7(1), 18-19.

Dubos, R. So human an animal. New York, NY: Charles Scribner's Sons, 1968.

Dunnette, M. Work and nonwork in the year 2001. Monterrey, CA: Brooks/Cole, 1973.

Dunstan, M., & Garlan, F. W. Star sight: Visions of the future. Englewood Cliffs, NJ: Prentice-Hall, 1977.

Dunstan, M. J., & Garland, P. (Eds.). Worlds in the making: Probes for students of the future. Englewood Cliffs, NJ: Prentice-Hall, 1975.

Ehrlich, P. The end of affluence. New York, NY: Bantam Books, 1974.

Ehrlich, P., & Pirages, D. Ark II: Social response to environmental imperatives. New York, NY: Viking, 1974.

Eisenberg, S. Exploring the future: A counseling/curriculum project. Personnel and Guidance Journal, 1974, 52(8), 527-533.

Eldridge, H. W. Teaching the future at North American universities. The Futurist, 1972, 6(6), 250-252.

*Energizing future studies. Futures Information Interchange, 1977, 5(1); 1978, 5(2); 1978, 6(1); and 1979, 6(2). Amherst, MA: University of Massachusetts, 1979. (ERIC Document Reproduction Service No. ED 174 546)

Estandiary, F. M. Optimism one. New York, NY: Popular Library, 1970.

Estandiary, F. M. Upwingers. New York, NY: Popular Library, 1973.

Estandiary, F. M. Telespheres. New York, NY: Popular Library, 1977.

*Fabun, D. The dynamics of change. Englewood Cliffs, NJ: Prentice-Hall, 1967.

Fabun, D. The dimensions of change. Riverside, NJ: Glencoe Press, 1971.

*Falk, R. This endangered planet: Prospects and proposals for human survival. New York, NY: Vintage Press, 1972.

Farrell, E. J. English, education, and the electronic revolution. Urbana, IL: National Council of Teachers of English, 1967.

*Farrell, E. J. Deciding the future: A forecast of responsibilities of secondary teachers of English, 1970-2000 A.D. Report No. 12. Urbana, IL: National Council of Teachers of English, 1971.

Farrell, E. J. Science fiction/Science fact. Glenview, IL: Scott Foresman, 1974.

*Feinberg, G. Consequences of growth. New York, NY: Seabury Press, 1977.

*Feingold, S. N., & Fins, A. Your future in more exotic occupations. New York, NY: Richard Rosen Press, 1978.

*Ferkiss, V. The future of technological civilization. New York, NY: George Braziller, 1974.

Ferre, F. Shaping the future: Resources for the post-modern world. New York, NY: Harper & Row, 1976.

*Fitch, R. M., & Svengalis, C. M. Futures unlimited: Teaching about worlds to come. Bulletin 59. Washington, DC: National Council for the Social Studies, 1979. (ERIC Document Reproduction Service No. ED 174 539)

Francoeur, R. T., & Francoeur, A. Eve's new rib: Twenty faces of sex, marriage, and family. New York, NY: Delta, 1973.

Francoeur, R. T., & Francoeur, A. Utopian motherhood: New trends in human reproduction. Cranbury, NJ: A. S. Barnes, 1973.

Francoeur, R. T., & Francoeur, A. The future of sexual relations. Englewood Cliffs, NJ: Prentice-Hall, 1974.

Franks, B. B., & Howard, M. K. Thinking futures: A cure for disease. Media and Methods, 1974, 7(7), 49-52.

Franks, B. B., & Howard, M. K. Tomorrow's curriculum today. English Journal, 1974, 63(4), 80-82.

*Fromm, E. To have or to be. New York, NY: Harper & Row, 1976.

Fromm, E. The well-being of man and society. New York, NY: Seabury Press, 1978.

Fuller, R. B. Operating manual for spaceship earth. New York, NY: Simon & Schuster, 1969.

Fuller, R. B. I seem to be a verb. New York, NY: Bantam Books, 1970.

Fuller, R. B. Education automation. New York, NY: Doubleday, 1971.

Future decisions: The I. Q. game. Lebanon, OH: Saga Publications, 1975.

*Futures Information Interchange Newsletter, 1976, 3(2), and 1977, 4(1). Amherst, MA: University of Massachusetts, 1977. (ERIC Document Reproduction Service No. ED 141 246)

Glen, J. Futuring--A look at tomorrow today. In E. P. Torrance & W. F. White (Eds.), Issues and advances in educational psychology. Itasca, IL: F. E. Peacock Publishers, 1975.

Glenn, J., & Guy, C. Easy ways to help children think about the future. The Futurist, 1974, 8(6), 186-188.

*Glines, D. E. (Comp.). Educational futures: Volumes I-IV. Millville, MN: Anvil Press, 1978.

Goodavage, J. Our threatened planet. New York, NY: Simon & Schuster, 1978.

Goodykoontz, W. F. The future: Can we shape it? Englewood Cliffs, NJ: Scholastic Press, 1973.

Gordon, W. J. J. The metaphorical way of learning and knowing. Cambridge: MA: Porpoise Books, 1973.

Gordon, W. J. J., & Poze, T. Introduction to synectics: Problem solving. Cambridge, MA: Synectics Education Systems, 1972.

*Haas, J. D. Future studies in the K-12 curriculum. Ann Arbor, MI: ERIC Clearinghouse for Counseling and Personnel Services, 1980.

Hack, W. Educational futurism--1985. Berkeley, CA: McCutchan, 1971.

Hall, E. T. Beyond culture. New York, NY: Anchor Press, 1976.

Hardin, G. The limits of altruism. Bloomington, IN: Indiana University Press, 1977.

*Harman, W. W. An incomplete guide to the future. San Francisco, CA: San Francisco Book Company, 1976.

Hayes, D. Rays of hope. New York, NY: W. W. Norton & Company, 1977.

*Heilbroner, R. An inquiry into the human prospect. New York, NY: W. W. Norton & Company, 1974.

Heilbroner, R. Business civilization in decline. New York, NY: Harper & Row, 1975.

Hellfach, J. The future of the environment. Englewood Cliffs, NJ: Prentice-Hall, 1977.

Hellfach, J. The future of the family. Englewood Cliffs, NJ: Prentice-Hall, 1977.

Hellfach, J. The future of the government. Englewood Cliffs, NJ: Prentice-Hall, 1977.

Hellfach, J. The future of work. Englewood Cliffs, NJ: Prentice-Hall, 1977.

Hellman, H. Communications in the world of the future. New York, NY: Evans, 1975.

Hellman, H. Technophobia: Getting out of the technology trap. New York, NY: Evans, 1976.

*Henderson, H. Creating alternative futures: The end of economics. Berkeley, CA: Berkeley Publishing Corp., 1978.

Hollister, B. Tracking the future: A personal approach. Media and Methods, 1974, 10(11), 26-27; 44-47.

Hollister, B. C., & Thompson, D. C. Grokking the future: Science fiction in the classroom. Dayton, OH: Pflaum Publishing Co., 1973.

*Hostrop, R. (Ed.). Education beyond tomorrow. Palm Springs, CA: ETC, 1975.

*Hostrop, R. (Ed.). Foundations of futurology in education. Palm Springs, CA: ETC, 1975.

Jantsch, E. Design for evolution. New York, NY: George Braziller, 1975.

Jonas, D., & Jonas, D. Other senses, other worlds. Briarcliff Manor, NY: Stein and Day, 1976.

*Jungk, R. The everyman project. New York, NY: Liveright, 1977.

*Kahn, H., et al. The next 200 years: A scenario for America and the world. New York, NY: William Morrow and Co., 1976.

Kauffman, D. L. Teaching the future: A guide to future-oriented education. Palm Springs, CA: ETC, 1976.

*Kauffman, D. L., Jr. Futurism: And future studies. Developments in classroom instruction. Washington, DC: National Education Association, 1976. (ERIC Document Reproduction Service No. ED 118 485)

Kenward, M. Potential energy. New York, NY: Cambridge University Press, 1976.

King, D. C., Branson, M. S., & Condon, L. E. Education for a world in change: A working handbook for global perspectives. Intercom, 1976, 84/85, 4-100.

*Koberg, D., & Bagnall, J. Values tech. Los Altos, CA: William Kaufmann, Inc., 1976.

Kostelanetz, R. (Ed.). Human alternatives. Caldwood, NJ: Morrow, 1971.

Kostelanetz, R. (Ed.). Social speculations. Caldwood, NJ: Morrow, 1971.

Kostelanetz, R. (Ed.). The edge of adaptation. Englewood Cliffs, NJ: Prentice-Hall, 1973.

Kuhn, T. S. The structure of scientific revolutions (2nd ed.). Chicago, IL: University of Chicago Press, 1970.

LaConte, R. T. Teaching tomorrow today. New York, NY: Bantam Books, Inc., 1975.

Lakey, G. Strategy for a living revolution. San Francisco, CA: W. H. Freeman, 1973.

Land, G. Grow or die. New York, NY: Dell, 1973.

Leinwand, G. The future. New York, NY: Pocket Books, 1976.

Leonard, G. The transformation. New York, NY: Delacorte, 1972.

Leonard, K. The future arrives. In S. Spann & M. B. Culp (Eds.), Thematic units in teaching English and the humanities. Urbana, IL: National Council of Teachers of English, 1976.

LeShan, L. The medium, the mystic, and the physicist. New York, NY: Ballantine Books, 1975.

LeShan, L. Alternate realities. New York, NY: Ballantine Books, 1976.

*Libby, R. W., & Whitehurst, R. N. Marriage and alternatives: Exploring intimate relationships. Morristown, NJ: Scott, Foresman, and Co., 1977.

Livingston, D. Science fiction is a valuable means to psychically prepare for the future. Trend, 1971, 7(1), 18-19.

Livingston, D. Schooling up for a future with the futurists. Media and Methods, 1973, 9(7), 26-29; 70-71.

Lundborg, L. Future without shock. New York, NY: W. W. Norton, 1974.

Madsen, A. L. Tomorrow: Science fiction and the future. New York, NY: Scholastic Book Service, 1973.

Marien, M. Societal directions and alternatives. LaFayette, NY: Information for Policy Design, 1976.

Maruyama, M., & Harkins, A. (Eds.). Cultures beyond Earth: The role of anthropology in outer space. New York, NY: Vintage Press, 1975.

Maslow, A. Toward a psychology of being. Cincinnati, OH: Van Nostrand, 1968.

McClellan, J., & Wagschal, P. Futures Information Interchange Newsletter, 1975, 3(4), 1.

McDaniel, M. A. Tomorrow's curriculum today. In A. Toffler (Ed.), Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

McDaniel, M. A., & Mendell, J. S. What futurists can learn from creative problem solvers. In A. A. Spekke (Ed.), The next 25 years: Crisis and opportunity. Washington, DC: World Future Society, 1975.

*McHale, J. The future of the future. New York, NY: George Braziller, 1969.

McHale, J. World facts and trends. New York, NY: Collier, 1972.

McHale, J. The changing information environment. Boulder, CO: Westview Press, 1976.

*Mead, M. Culture and commitment: The new relationships between generations in the 1970's. Garden City, NY: Anchor Press, Doubleday, 1978.

*Meadows, D. H., & Meadows, D. L., et al. The limits to growth. New York, NY: The New American Library, 1974.

Medawar, P. B. The future of man. New York, NY: The New American Library, 1961.

Mesarovic, M., & Pestel, E. Mankind at the turning point. New York, NY: Signet, 1974.

Michael, D. N. The future society. Chicago, IL: Aldine, 1970.

*Michael, D. N. On learning to plan--and planning to learn. San Francisco, CA: Jossey-Bass, 1973.

*Miles, R. Awakening from the American dream--The social and political limits to growth. New York, NY: Universe Books, 1976.

Millies, S. Science fiction primer for teachers. Dayton, OH: Pflaum Publishing Co., 1975.

Mitchell, E. Psychic exploration. New York, NY: G. P. Putnam, 1974.

Moffitt, D. (Ed.). The Wall Street Journal views America tomorrow. New York, NY: Dow Jones, 1977.

Moore, W. Technology and social change. New York, NY: Quadrangle, 1972.

Muller, H. The children of Frankenstein. Bloomington, IN: Indiana University Press, 1972.

Muller, H. The uses of the future. Bloomington, IN: Indiana University Press, 1974.

*Murray, B. Navigating the future. New York, NY: Harper & Row, 1975.

Nash, H. (Ed.). Progress as if survival mattered. San Francisco, CA: Friends of the Earth, 1977.

*Norris, N. Thinking about the future: A little shoptalk. Futures Information Interchange Newsletter, 1976, 3(2), and 1977, 4(1). Amherst, MA: University of Massachusetts. (ERIC Document Reproduction Service No. ED 141 246)

Olno, B. G. Futurism in the curriculum. The Clearing House, 1976, 49(6), 246-248.

Ophuls, W. Ecology and the politics of scarcity. San Francisco, CA: W. H. Freeman, 1977.

Osborn, A. F. Applied imagination (3rd ed.). New York, NY: Scribner, 1963.

Otto, H. The family in search of a future. New York, NY: Appleton-Century-Crofts, 1970.

Otto, H. Love today: A new exploration. New York, NY: Association Press, 1972.

Parnes, S. J. Creative behavior guidebook. New York, NY: Scribner, 1967.

Parnes, S. J. Creativity: Unlocking the human potential. Buffalo, NY: D.O.K. Publishers, 1972.

Parnes, S. J. Toward supersanity. Buffalo, NY: D.O.K. Publishers, 1973.

Parnes, S. J. Aha! Insights into creative behavior. Buffalo, NY: D.O.K. Publishers, 1975.

Pawley, M. The private future: Causes and consequences of community collapse in the west. New York, NY: Random House, 1974.

Peakes, A., Burnin, P., Cherniak, M., & Dede, C. Teaching about the future. Instructor, 1973, 83(1), 65-67.

Pearce, J. C. The crack in the cosmic egg. New York, NY: Pocket Books, 1971.

Pearce, J. C. Exploring the crack in the cosmic egg. New York, NY: Pocket Books, 1974.

Perelman, L. The global mind: Beyond the limits to growth. New York, NY: Mason Charter, 1976.

Perloff, H. (Ed.). The future of the U.S. government. New York, NY: George Braziller, 1971.

Pierce, C. M. The pre-schooler and the future. The Futurist, 1972, 6(1), 13-15.

Polak, F. Prognostics. New York, NY: Elsevier, 1971.

Postman, N., & Weingartner, C. Teaching as a subversive activity. New York, NY: Dell, 1969.

*Ramey, J. Intimate friendships. Englewood Cliffs, NJ: Prentice-Hall, 1976.

*Redesigning man: Science and human values. New York, NY: Harper & Row, 1976.

*Reeder, R. Here comes the future. Lincoln, NB: Nebraska State Department of Education, 1976. (ERIC Document Reproduction Service No. ED 138 503)

Reischauer, E. O. Toward the 21st century: Education for a changing world. New York, NY: Vintage Press, 1973.

Rojas, B., & Eldridge, H. W. Status report: Sample syllabi and directory of future studies. In A. Toffler (Ed.), Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

Rosen, S. Future facts. New York, NY: Simon & Schuster, 1976.

Roszak, T. Unfinished animal. New York, NY: Harper & Row, 1976.

Roszak, T. Person/planet. New York, NY: Doubleday, 1978.

*Rubin, L. (Ed.). The future of education. Boston, MA: Allyn & Bacon, 1975.

*Rubin, L. (Ed.). Educational reform for a changing society. Boston, MA: Allyn & Bacon, 1978.

Salk, J. Survival of the wisest. New York, NY: Harper & Row, 1973.

Samuelson, D. Proposal for the mandatory use of science fiction in the general curriculum. Paper presented at the national convention of the National Council of Teachers of English, Las Vegas, 1971. (ERIC Document Reproduction Service No. ED 089 277)

Sansom, R. The new American dream machine: Toward a simpler lifestyle in an environmental age. New York, NY: Doubleday, 1976.

*Schaller, L. E. Understanding tomorrow. Nashville, TN: Abingdon Press, 1976.

Schneider, S. The genesis strategy: Climate and global survival. New York, NY: Plenum Publishers, 1976.

Schulz, D. G. Futuristic humanistic science fiction. Paper presented at the national convention of the National Council of Teachers of English, Kansas City, April 1975. (ERIC Document Reproduction Service No. ED 108 208)

*Schumacher, E. F. Small is beautiful: Economics as if people mattered. New York, NY: Harper & Row, 1973.

Schwartz, S. Science fiction: Bridge between the two cultures. English Journal, 1971, 60(8), 1043-1051.

*Shane, H. The educational significance of the future. Bloomington, IN: Phi Delta Kappa, 1973.

*Shane, H. Curriculum change toward the 21st century. Washington, DC: National Education Association, 1977.

Shane, H. G., & Shane, J. G. Educating the youngest for tomorrow. In A. Toffler (Ed.), Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

Simon, S. B., Howe, L. W., & Kirschenbaum, H. Values clarification: A handbook for teachers and students. New York, NY: Harcourt, 1972.

Singer, B. D. The future focused role image. In A. Toffler (Ed.), Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

Slater, P. Earthwalk. New York, NY: Bantam Books, 1974.

*Slater, P. The pursuit of loneliness (2nd ed.). Boston, MA: Beacon Press, 1976.

Slater, P. The wayward gate: Science and the supernatural. Boston, MA: Beacon Press, 1977.

Smith, J. R., & Smith, L. G. Beyond monogamy: Recent studies of sexual alternatives in marriage. Baltimore, MD: Johns Hopkins University Press, 1974.

*Spekke, A. The next 25 years: Crisis and opportunity. Washington, DC: World Future Society, 1975.

*Stavrianos, L. S. The promise of the coming dark age. San Francisco, CA: W. H. Freeman, 1976.

Stine, G. H. The third industrial revolution. New York, NY: Putnam, 1975.

Strudler, H. L. Educational futurism: Perspective or discipline. In A. Toffler (Ed.), Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

Tart, C. Altered states of consciousness. New York, NY: Doubleday, 1972.

Teich, A. (Ed.). Technology and man's future. New York, NY: St. Martin's Press, 1972.

Theobald, R. Futures conditional. Indianapolis, IN: Bobbs-Merrill, 1972.

Theobald, R. Habit and habitat: A call for fundamental changes to solve the environmental crisis. Englewood Cliffs, NJ: Prentice-Hall, 1972.

*Theobald, R. An alternative future for America's third century. Athens, OH: Swallow Press, 1976.

*Theobald, R. Beyond despair. Washington, DC: New Republic Book Co., 1976.

Thomas, J. W. Prospectus: Making change. Philadelphia, PA: Research for Better Schools, 1975.

*Thomas, J. W. A model for a skill-oriented future studies curriculum. Paper presented at the annual meeting of the American Educational Research Association, New York, April 1977. (ERIC Document Reproduction Service No. ED 137 930)

Thompson, W. I. At the edge of history. New York, NY: Harper & Row, 1971.

Thompson, W. I. Passages about earth. New York, NY: Harper & Row, 1974.

Thompson, W. I. Earth's answer. New York, NY: Harper & Row, 1977.

*Thompson, W. I. Darkness and scattered light. Garden City, NY: Anchor Doubleday, 1978.

Toffler, A. Future shock. New York, NY: Bantam Books, 1971.

Toffler, A. The psychology of the future. In A. Toffler (Ed.), Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

Toffler, A. The eco-spasm report. New York, NY: Bantam Books, 1975.

*Toffler, A. (Ed.). The futurists. New York, NY: Random House, 1972.

*Toffler, A. (Ed.). Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

Torrance, E. P. Thinking creatively with words. Princeton, NJ: Personnel Press, Inc., 1966.

Torrance, E. P. Sociodrama as a creative problem-solving approach to studying the future. The Journal of Creative Behavior, 1975, 9(3), 182-195.

Torrance, E. P. Can we teach children to think creatively. In A. M. Biondi & S. J. Parnes (Eds.), Assessing creative growth: Measured changes--book two. Great Neck, NY: Creative Synergetic Associates, Ltd., 1976.

Torrance, E. P. Future problem solving and career education. Athens, GA: University of Georgia, 1976.

Torrance, E. P. Today's students' images of the future. Paper presented at the Eighth Western Symposium on Learning, Western Washington State College, Bellingham, WA, 1976.

Toward the year 2000: Can we survive the future? (Parts I and II). White Plains, NY: The Center for the Humanities, 1973.

Tripp, M. Woman in the year 2000. New York, NY: Dell, 1974.

Tucille, J. Who's afraid of 1984? New Rochelle, NY: Arlington House, 1975.

*Tugwell, F. Search for alternatives. Englewood Cliffs, NJ: Winthrop Publishers, 1973.

Vacca, R. The coming dark age. Garden City, NY: Doubleday, 1973.

Velikovsky, I. Earth in upheaval. New York, NY: Pocket Books, 1977.

Wagar, W. W. The city of man. Boston, MA: Houghton Mifflin, 1973.

Walz, G. R. A bill of futuristics: Life/career planning and human services. Impact, 1974, 3(1), 28.

*Walz, G. R., & Benjamin, L. A futuristic perspective for counselors. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1979.

*Walz, G. R., & Leu, J. Educational futures: A survey of futuristic issues and expectations. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1980.

*Walz, G. R., & Leu, J. Futuristic images of guidance and student services. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1980.

Waskow, A. Running riot: A journey through the official disasters and creative disorder in American society. New York, NY: Herder and Herder, 1970.

Watt, K. The Titanic effect. Sunderland, MA: Sinauer, 1974.

White, J., & Kripner, S. Future science life energies and the physics of paranormal phenomena. New York, NY: Anchor Books, 1977.

*World Future Society. The future: A guide to information sources. Washington, DC: World Future Society, 1977.

Yablonsky, L. Robopaths: People as machines. Baltimore, MD: Penguin Books, Inc., 1972.

COLLEGE/ADULT EDUCATION

Asimov, I. (Ed.). The next ninety years. Pasadena, CA: California Institute of Technology, 1967.

Asimov, I., et al. Looking forward: Life in the twentieth century as predicted in the pages of American magazines, 1895-1905. New York, NY: American Heritage Press, 1971.

*Baier, K., & Rescher, N. Values and the future: The impact of technological change on American values. New York, NY: Free Press, The Macmillan Co., 1971.

Beckwith, B. P. The next 500 years. New York, NY: University Exposition, 1967.

Bell, W., & Mau, J. A. (Eds.). The sociology of the future. New York, NY: Russell Sage Foundation, 1971.

Bennis, W. G., & Slater, P. E. The temporary society. New York, NY: Harper & Row, 1968.

Boulding, K. E. The meaning of the twentieth century: The great transition. New York, NY: Harper & Row, 1965.

Calder, N. (Ed.). The world in 1984. Baltimore, MD: Penguin Books, 1965.

Carpenter, E. They became what they beheld. New York, NY: Ballantine Books, 1970.

Clarke, A. C. Profiles of the future. New York, NY: Bantam Books, 1972.

*Dickson, P. The future of the workplace. New York, NY: Weybright and Talley, 1975.

Dunstan, M. J., & Garland, P. (Eds.). Worlds in the making: Probes for students of the future. Englewood Cliffs, NJ: Prentice-Hall, 1970.

Environment and society in transition. Annals of the New York Academy of Sciences. New York, NY: New York Academy of Sciences, 1971.

Falk, R. This endangered planet. New York, NY: Random House, 1971.

Feinberg, G. The prometheus project: Mankind's search for long-range goals. New York, NY: Anchor Books, 1969.

*Feingold, S. N., & Fins, A. Your future in more exotic occupations. New York, NY: Richard Rosen Press, 1978.

Fraser, J. T. The voices of time. New York, NY: George Braziller, 1966.

Fuller, R. B. Education automation. New York, NY: Doubleday, 1971.

*Glines, D. E. (Comp.). Educational futures: Volumes I-IV. Millville, MN: Anvil Press, 1978.

*Harrington, F. H. The future of adult education. San Francisco, CA: Jossey-Bass, 1977.

*Human futures: Needs, societies, and technologies. London, England: IPC Business Press Ltd., 1974.

Kahn, H., & Wiener, A. J. The year 2000: A framework for speculation on the next thirty-three years. New York, NY: Macmillan, 1967.

*Koberg, D., & Bagnall, J. Values tech. Los Altos, CA: William Kaufmann, Inc., 1976.

*Lindaman, E. B., & Lippitt, R. O. Choosing the future you prefer. A goal setting guide. Ann Arbor, MI: Human Resource Development Associates of Ann Arbor, 1979. (ERIC Document Reproduction Service No. ED 177 075)

Maslow, A. Toward a psychology of being. Cincinnati, OH: Van Nostrand, 1968.

*Mead, M. Culture and commitment: The new relationships between generations in the 1970's. Garden City, NY: Anchor Press, Doubleday, 1978.

Medawar, P. B. The future of man. New York, NY: The New American Library, 1961.

Merloo, J. A. M. Along the fourth dimension: Man's sense of time and history. New York, NY: John Day, 1970.

Michael, D. N. The unprepared society: Planning for a precarious future. New York, NY: Basic Books, 1968.

Michael, D. N. The future society. Chicago, IL: Aldine, 1970.

*Miller, D. C., & Hunt, R. L. The advent futures studies and research curriculum guide; The advent futures studies and learning resources guide. San Francisco, CA: DCM Associates, 1973. (ERIC Document Reproduction Service No. ED 099 249)

*Norman, M. H. Dimensions of the future: Alternatives for tomorrow. New York, NY: Holt, Rinehart, & Winston, Inc., 1974.

*Reeder, R. Here comes the future. Lincoln, NB: Nebraska State Department of Education, 1976. (ERIC Document Reproduction Service No. ED 138 503)

Simon, S. B., Howe, L. W., & Kirschenbaum, H. Values clarification: A handbook for teachers and students. New York, NY: Harcourt, 1972.

Toffler, A. Future shock. New York, NY: Bantam Books, 1971.

*Toffler, A. (Ed.). Learning for tomorrow: The role of the future in education. New York, NY: Random House, 1974.

*Walz, G. R., & Benjamin, L. A futuristic perspective for counselors. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1979.

*Walz, G. R., & Leu, J. Educational futures: A survey of futuristic issues and expectations. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1980.

*Walz, G. R., & Leu, J. Futuristic images of guidance and student services. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1980.

Yaker, H., et al. (Eds.). The futures of time: Man's temporal environment. New York, NY: Doubleday, 1971.

*Zaltman, G., & Duncan, R. Strategies for planned change. New York, NY: Wiley-Interscience, 1977.

ACTIVITIES SECTION

USING THE ACTIVITIES SECTION

Images offers the T/F a variety of activities to use with individuals and/or groups. While it would be preferable to introduce activities after an orientation session that lays a foundation of information, they can be used "cold."

Section Format

Activities in this section of the Kit are divided according to the educational level for which they are appropriate. Some activities are suitable for several levels, and are so entered. Feel free to choose activities designed for your group's educational level, or one above or below it, depending on the maturity level of the group.

Each activity has a Facilitator Guide (yellow) with the following information: (1) the activity name and number; (2) the intended audience, coded as follows:

Elem = Elementary
JHS = Junior High School
SHS = Senior High School
Coll = College
Ad = Adult

(3) the anticipated student outcomes; (4) the number of the Activity Form for the intended audience; and (5) step-by-step directions for you. An example is provided on the following page.

Example

Facilitator Guide: Activity #3
Activity Number

FUTURE IMAGING
Activity Title

Elem / JHS / SHS
Elementary *Junior High School* *Senior High School*

Anticipated Outcomes: Imaging future roles (all participants); creating alternatives (all); anticipating obstacles (junior high/senior high)

Activity Form: #3-E (elementary); 3-J/S (junior/senior high)

For use with elementary level participants

For use with junior and/or senior high level participants

Directions:

(etc. . . .)

[See page 112 for complete Facilitator Guide.]

In some instances, more than one Facilitator Guide exists for an activity because instructions for use with various educational levels differ. An example is provided on the following page.

Example

Facilitator Guide: Activity #2-E

A LITTLE DISASTER CAN GO A LONG WAY — Elem

For use with elementary level participants

[This Facilitator Guide is for use by Facilitator only with elementary level participants. See page 108 for complete Facilitator Guide.]

The accompanying Participant Materials (white) can be duplicated in the number required for your group. They contain the following information: (1) activity name and form number; (2) a brief description of the activity from the participant's perspective; (3) step-by-step directions for the participant; and, where deemed necessary, (4) samples or examples of the completed activity form.

Locating Appropriate Activities

Activities in this section have two access points: (1) a general "List of Activities," listing them by number, name, educational level for which suggested, and (2) sublists which organize the activities according to the educational level(s) for which they are appropriate.

Directions for Use

1. Review the activities appropriate for the educational level of your group. Feel free to use activities designated one level above or below, based on the maturity of your group.

2. Select several activities you would like to try in your group. Pick some that are team or group activities, and some that are individual activities.

3. Duplicate the Participant Materials in the quantity needed, three-hole punch, and distribute.

4. Review scope of activity and directions for completion with participants.

5. Encourage discussion by participants as to their reactions, feelings, and ideas or new concepts stimulated by the activity. Much of the learning occurs in the processing and sharing of what the activity means to each individual.

6. Following completion of each activity, encourage comment about the activity itself--whether it stimulated thought, how well it was presented, or the extent to which the group liked or disliked it, etc.

7. Encourage participants to file the activity forms in their Activity Notebooks.

ACTIVITIES LIST

Activity Name	Activity Number	Educational Level	Page
The Future Me	1	Elem/JHS/SHS	104
A Little Disaster Can Go A Long Way	2	Elem/JHS/SHS	108
Future Imaging	3	Elem/JHS/SHS	112
Time Capsule	4	Elem/JHS/SHS/Coll/Ad	119
Open Images	5	Elem/JHS/SHS/Coll/Ad	121
Future Wheel	6	Elem/JHS/SHS/Coll/Ad	126
Time Line	7	JHS	133
If I Were---	8	JHS/SHS	137
Awareness Assessment	9	JHS/SHS	140
Personal Life Line	10	JHS/SHS/Coll/Ad	144
Value Scan	11	JHS/SHS/Coll/Ad	147
Autobiographies	12	SHS/Coll/Ad	154
Next Year This Time--	13	SHS/Coll/Ad	158
Newspaper Reporter	14	JHS/SHS/Coll/Ad	161
Life Styles	15	Coll/Ad	164
Looking Back	16	Coll/Ad	180

ACTIVITIES FOR ELEMENTARY LEVEL

Activity Name	Activity Number	Page
The Future Me	1	104
A Little Disaster Can Go A Long Way	2	108
Future Imaging	3	112
Time Capsule	4	119
Open Images	5	121
Future Wheel	6	126

ACTIVITIES FOR JUNIOR HIGH SCHOOL LEVEL

Activity Name	Activity Number	Page
The Future Me	1	104
A Little Disaster Can Go A Long Way	2	108
Future Imaging	3	112
Time Capsule	4	119
Open Images	5	121
Future Wheel	6	126
Time Line	7	133
If I Were---	8	137
Awareness Assessment	9	140
Personal Life Line	10	144
Value Scan	11	147
Newspaper Reporter	14	161

ACTIVITIES FOR SENIOR HIGH SCHOOL LEVEL

Activity Name	Activity Number	Page
The Future Me	1	104
A Little Disaster Can Go A Long Way	2	108
Future Imaging	3	112
Time Capsule	4	119
Open Images	5	121
Future Wheel	6	126
If I Were---	8	137
Awareness Assessment	9	140
Personal Life Line	10	144
Value Scan	11	147
Autobiographies	12	154
Next Year This Time--	13	158
Newspaper Reporter	14	161

ACTIVITIES FOR COLLEGE LEVEL

Activity Name	Activity Number	Page
Time Capsule	4	119
Open Images	5	121
Future Wheel	6	126
Personal Life Line	10	144
Value Scan	11	147
Autobiographies	12	154
Next Year This Time--	13	158
Newspaper Reporter	14	161
Life Styles	15	164
Looking Back	16	180

ACTIVITIES FOR ADULT LEVEL

Activity Name	Activity Number	Page
Time Capsule	4	119
Open Images	5	121
Future Wheel	6	126
Personal Life Line	10	144
Value Scan	11	147
Autobiographies	12	154
Next Year This Time--	13	158
Newspaper Reporter	14	161
Life Styles	15	164
Looking Back	16	180

Facilitator Guide: Activity #1-E

THE FUTURE ME Elem

In "The Future Me" students think about their own lives--where they are now, what paths they can take, and what they can become.

Anticipated Outcomes: Imaging personal mid-term events; evaluating self; expressing oneself creatively

Activity Form: #1-E (For Upper Elementary only; see *Note*)

Directions:

1. Students think about what they will be like when they are in junior high school.

2. Students draw a series of pictures which include a figure representing themselves. Pictures should show the following:

   a. what they will look like.
   b. what kind of clothes they will wear.
   c. what sort of home they will live in.
   d. what type of friends/pets they will have.
   e. what they might be saying relative to any of the above.
   f. (any other aspects they may suggest.)

Note:

For lower elementary grades, there is no form for participants. Facilitator will provide oral instructions to group.

This activity may be done on an individual basis or as a series of class murals, with small groups of students working on one of the picture sets listed above.

Participant Materials: Activity Form #1-E

THE FUTURE ME

In "The Future Me" you will create a picture-future, showing how you think you will look when you are in senior high school, where you will live, what sort of friends or pets you will have, etc.

Directions:

1. Think ahead to when you will be in senior high school.

2. Draw a set of pictures which show you in these ways:

   a. what you will look like.
   b. what kind of clothes you will wear.
   c. what sort of home you will live in.
   d. what kind of friends and/or pets you will have.
   e. what you might be saying about any of the above.
   f. (any other picture images you can think up.)

Note:

You can do your drawings one to a page, or all on one large sheet of paper; you can also do them in groups on a class mural.

Facilitator Guide: Activity #1-J/S

THE FUTURE ME JHS/SHS

In "The Future Me" students will think about their own lives--where they are now, what paths they can take, and what they can become.

Anticipated Outcomes: Imaging personal mid-term events; evaluating self; expressing oneself creatively.

Activity Form: #1-J/S

Directions:

1. Students think about what they will be like ten years from now.

2. Students draw a series of pictures which include a figure representing them at that future point in time. Pictures should show the following:

   a. what they will look like.
   b. what type of clothes they will be wearing on the job or or in the setting where they will be.
   c. the environment in which they will live (urban/rural, farm/office/factory, etc.).
   d. what leisure activities they will undertake.
   e. what people and things are in their immediate environment.

3. When pictures are completed, students write a short paragraph describing themselves as depicted in their pictures.

Participant Materials: Activity Form #1-JS

THE FUTURE ME

In "The Future Me" you will create a picture-future, showing how you think you will look ten years from now--what you will wear, where you will live, what sort of work you will do, etc.

Directions:

1. Think ahead ten years from now.

2. Draw a set of pictures which include a figure representing you, and which focus on the following:

   a. what you will look like.
   b. what type of clothing you will be wearing in your job or school setting.
   c. the environment and type of home in which you will live.
   d. the type of leisure or recreational activities in which you will be involved.
   e. people and things in your immediate environment.

3. When your set of pictures is completed, review them and write a brief paragraph which describes the "future you" as you have portrayed yourself in your pictures.

Facilitator Guide: Activity #2-E

A LITTLE DISASTER CAN GO A LONG WAY — Elem

Participants review a personal "disaster" from their past, determine both the negative and positive outcomes, and indicate learning which may strengthen them in the future.

Anticipated Outcomes: Analyzing past; determining positive aspects of negative situations

Activity Form: No form; do as class exercise.

Directions:

1. Group thinks back over past year or two to determine the worst thing that happened to them or to someone in their family. (Encourage response from each student.)

2. As each responds, ask the following:

   a. How did you feel?
   b. What did you do about it? Did anything good happen as a result of the bad thing?
   c. How would you react if the same thing happened again?

3. Read the Sample Disaster to the class, or create one you feel may be more appropriate, perhaps something that occurred in your school.

Sample Disaster:

Last June I fell off my skateboard and broke my ankle. I had to be in a cast for six weeks! No swimming, no overnight hike with my scout troop. I cried a lot and felt as if I might as well be dead. But--my friends came to see me a lot and brought me books and games, my mom took me for car rides and on picnics, and she made me my favorite cookies. Even though I was alone a lot, I wasn't really lonely because my friends didn't forget me. My folks must really love me even though I know I made a pest of myself.

If I were "laid up" again, I could handle it becaue I'd know people cared about me.

Facilitator Guide: Activity #2-J/S

A LITTLE DISASTER CAN GO A LONG WAY JHS/SHS

Participants review a personal "disaster" from their past, determine both the negative and positive outcomes, and indicate learning which may strengthen them in the future.

Anticipated Outcomes: Analyzing past; determining positive aspects of negative situations

Activity Form: #2

Directions:

1. Students think back over past two years to determine the worst thing that happened to them or to their family.

2. Students complete the form as set up in their Participant Materials (Activity Form #2). A Sample Disaster is included in the Participant Materials.

3. Following completion of the written activity, encourage students to share their learnings.

Participant Materials: Activity Form #2

A LITTLE DISASTER CAN GO A LONG WAY

In this activity, you will look back over the past two years and review a "disaster" which befell you or someone close to you. You will try to determine how its positive outcomes can help you in the future.

Directions:

Working alone, think back over the past year or two to the worst thing that happened to you personally. If you did not experience such a disaster, think about other members of your family, your friends, or your neighbors. (See Sample Disaster below.) Complete the form on the reverse of this page.

Sample Disaster:

We had a terrible storm which made our backyard tree fall right through our roof, and break our water pipes, telephone lines and electric wires.

I felt it wasn't fair--no one else in town had the damage we did. I couldn't play my stereo, watch TV and have regular meals.

I was really angry and frightened because my folks were always running around trying to keep things going--they didn't seem in control anymore, and I missed that a lot.

Actually, though, a lot of good things happened. The neighbors were great--they ran water hoses from their spigots to our house, they let us do laundry at their houses, they invited us for dinner a lot. I became friendly with a girl I had thought was "snooty," and we're still very close.

I hope I could act more mature if such a thing happened again. Actually, it brought us all closer together, gave me a chance to show I can help with the younger children, and proved that being without my stereo for a week is not the end of the world!

PERSONAL DISASTER

1. What was the disaster you experienced? _____

_____

_____

2. What were your feelings about the disaster, at the time it occurred? _____

_____

_____

3. How did you handle the disaster and/or your feelings about it?

_____

_____

_____

4. What good things happened--what good things did you learn about yourself and/or other people? _____

_____

_____

5. How would you act if the same thing happened again? _____

_____

_____

_____

Facilitator Guide: Activity #3

FUTURE IMAGING Elem/JHS/SHS

In "Future Imaging" participants will think about the future as it will affect them--their life roles, jobs, place of residence. Older participants will go beyond imaging to writing mini-scenarios and to examining implementation and obstacles.

Anticipated Outcomes: Imaging future roles (all participants); creating alternatives (all); anticipating obstacles (junior high/senior high)

Activity Form: #3-E (elementary); 3-J/S (junior/senior high); Sample Column Set and Column Set-E or J/S

Directions:

1. Participants (all) will work in pairs to generate lists of possible personal future alternatives in the areas of work/leisure. For example, one pair might have a list that looked like this:

Work	Leisure
Surgeon	Golfing
Secretary	Boating
Lawyer	Flying
Airline Pilot	Work with problem teenagers

2. Participants (all) will cut pictures from newspapers and/or magazines to create picture scenarios for their suggested future alternatives. Pictures might suggest any of the following:

--type/place of work
--type/place of residence (house, mobile home, apartment, farm, etc.)
--family (parents, children, pets)
--recreational/leisure activities

3. a. Each pair (elementary) will present to the class a set of pictures depicting either a highly possible or highly impossible future picture of work/leisure, and indicate why it is either possible or impossible.

3. b. Each pair (junior high/senior high) puts together a written description of one complete alternative future and its picture layout. Included should be a proposed scenario and the pro's and con's of the selected future.

4. a. (elementary) For "impossible" pictures, class will offer suggestion on steps to take to make selected future more "possible."

4. b. (junior high/senior high) Each pair should include a list of obstacles which would make attainment difficult, and ways in which the obstacles might be overcome.

5. (junior high/senior high) Each pair should suggest at least one action that those wanting to make that future occur could take within the next six months to make that future somewhat more likely to occur. Examples might include: checking career information at the library; taking golf lessons; joining a class in leadership training; taking more science classes.

Participant Materials: Activity Form #3-E

FUTURE IMAGING

In "Future Imaging," you will think about how your life will be when you are grown and on your own. You will create a picture of your life--where you will live, what kind of work you will do, what sort of hobbies you will have, etc.

Directions:

1. Your teacher will divide the group into pairs.

2. You and your partner will think about what kind of work you each (or both) might do when you are on your own. Write these in Column A. (List at least 3.)

2. Now you and your partner think about the ways in which you might spend your leisure time, for each type of work shown in Column A. Write your leisure activities in Column B next to the appropriate work activity. (List at least 1 for each kind of work shown in Column A.)

3. You and your partner look for, cut out, and paste pictures from newspapers and magazines which show the kinds of work and leisure activities listed for at least 2 of the above. Create a picture story for each by pasting pictures on a piece of blank unlined paper. (Your Facilitator can 3-hole punch this so you can add it to your notebook.)

4. You and your partner review the picture sets, and select one that suggests a future that is highly possible for either of you or one that is virtually impossible. Discuss with each other why you feel this way.

5. Be prepared to share your selected picture set (from #4) with the group, indicating whether or not it shows a possible or impossible future.

6. Ask for suggestions from class (for "impossible" future pictures) on what you might do to help make it a "possible" future.

FUTURE IMAGING

Sample Column Set

Column A (work)	*Column B (leisure)*
Lawyer	*Golfing*
Judge	*Fishing*
Store owner	*Yachting*

Highly Impossible

Store owner/yachting, because it costs a lot of money to buy and manage a store and a yacht.

Suggestions From Class

--Do not own a store; manage one for someone else.
--Don't buy a yacht; "crew" for someone else.
--Settle for a motorboat (or canoe or sailboat). Start small!

FUTURE IMAGING

Column Set-E

	Column A (work)	Column B (leisure)
1.		
2.		
3.		
4.		
5.		
6.		

The most highly possible future is:

Because:

The least possible future is:

Because:

Participant Materials: Activity Form #3-J/S

FUTURE IMAGING

In "Future Imaging" you and another group member will work as a team to generate a list of future alternatives for work and leisure activities, create a picture and text scenario for your alternatives, indicate which is the most and which is the least possible of those suggested, and explore ways to overcome obstacles for the latter.

Directions:

1. Your teacher will pair off your group into teams of two.

2. Your team will discuss and list several types of future work in which either (or both) of you might be interested. (Use Column A to list at least 3 work areas.)

3. Now you and your teammate do the same with future leisure activities, listing them in Column B, next to the appropriate work activity. (It is, for example, not likely that a person who works at a highly physical job will choose highly physical leisure activities.)

4. Your team will find, cut out and paste pictures from journals and newspapers for at least 3 work/leisure activities listed above to reflect the following:

--type/place of work
--type/place of residence (house, apartment, city, seashore, etc.)
--family (parents, children, pets)
--recreational activities.

5. Select one picture set from #4, and, as a team, write a scenario describing the "life" you have selected. Included should be: (a) a description of the life; (b) a list of possible obstacles to attainment; (c) ways in which the obstacles might be overcome; and (d) at least one action to be taken within the next six months to make that "life" more likely to occur.

Example of (d) might include: writing for college catalogs; taking special courses; taking tennis lessons; joining seminars on leadership or public speaking.

FUTURE IMAGING

Column Set-J/S

	Column A (work)	Column B (leisure)
1.		
2.		
3.		
4.		
5.		
6.		

Scenario:

a. Description of "life" _____

_____

_____

b. Possible obstacles _____

_____

_____

c. Ways to overcome obstacles _____

_____

_____

d. Action to take _____

_____

_____

e. (Other information, if desired) _____

_____

_____

Facilitator Guide: Activity #4

TIME CAPSULE

Elem/JHS/SHS/
Coll/Ad

The "Time Capsule" allows participants, working in two groups, to image, create, and encapsulate artifacts for a potential future, and to define the type of life they are designed to depict.

Anticipated Outcomes: Imaging; creating (artwork, writing); analyzing; extrapolating

Activity Form: #4

Directions:

1. Divide participants into two approximately equal groups.

2. Each group, working independently, generates an overall image of the future (50-100 years hence should work for all age groups), focusing on what we will look like, how we'll dress, what we'll eat, where we'll live, how we'll transport ourselves, etc.

3. For each of the above named foci different group members create either a picture, poem or annotation which describes the future image.

4. All "images" are placed in a container, a "time capsule." (There will be one for each group.) Note: Younger participants might, as a project, create capsules, and then select one for each group.

5. The groups exchange time capsules, open them, and try to extrapolate from them the kind of image being projected.

6. One at a time, a spokesperson for each group presents an analysis of the contents of the time capsule developed by the other group. "Corrections" may be offered by the group that designed the capsule artifacts.

Participant Materials: Activity Form #4

TIME CAPSULE

In "Time Capsule," your group will create a future by "burying" some of its artifacts in a "capsule," and, by examining some other "capsule," analyze the future created by a group other than your own.

Directions:

1. The teacher will divide the group into two smaller groups.

2. Your group will image a future 50-100 years from now, and think about the following:

   a. What will people look like?
   b. How will we dress?
   c. What kind of food will we eat, and in what form?
   d. What types of homes and/or communities will we inhabit?
   e. What sort of transportation will we have/use?
   f. How will we spend our leisure time?
   g. What sort of work might we do?

3. For each of the above, a different group member creates either a picture, poem or short written description of the "image." There should be one for each "image."

4. The group places all its "images" in a "Time Capsule." (This might be a box, hat, or container made by your group.)

5. Exchange capsules with the other group. Open their capsule, sort out the "images," and, with your group try to decide what kind of future has been developed by the other group.

6. Select a spokesperson for the group.

7. Your spokesperson will orally present to the full class your group's analysis of the contents of the other group's "Time Capsule." The other group will indicate how accurate you have been. (Each group spokesperson will have an opportunity to make such a presentation to the class.)

Facilitator Guide: Activity #5

OPEN IMAGES

Elem/JHS/SHS
Coll/Ad

Small groups of students select, from a short listing, an open-ended situation. They think it through and react to it in their group, and then share reactions with other groups that chose and worked through the same situation.

Anticipated Outcomes: Linking outcomes to events; recognizing possible alternative outcomes; working together to examine problems

Activity Form: #5-E (elementary), #5-J (junior high), #5-S (senior high), #5-C/A (college/adult)

Directions:

1. Class divides into groups 3-4 (elementary/junior high), or 4-6 (senior high/college/adult).

2. Each group selects one open-ended situation from the suggested listing.

3. Each group member thinks about the situation for a few minutes--the potential positive and negative outcomes.

4. Group members share their responses, one member serving as recorder. (All members of groups should be encouraged to participate.)

5. After about 15-20 minutes class re-groups so that all small groups "resolving" same situation can share outcomes. In the case of several possible positive outcomes, groups can select "preferred" outcomes; in case of negative outcomes groups might offer alternatives in situation itself which would lessen negative impact. A large-group recorder keeps all suggestions and notes.

6. At another time small groups might meet again and select alternative situations on which to act. They can then compare their outcomes with those of earlier groups, following procedures 2-5.

Note:

For "Lower Elementary" you may assign tasks orally if you feel your students are not ready for written instructions.

Participant Materials: Activity Form #5-E

OPEN IMAGES

In "Open Images" you will work with a small group to examine a situation you have picked from a selected listing. You and your group will think of different directions in which the situation could move. Your group will then share its ideas with the other small groups working on the same situation.

Directions:

1. Your teacher will assign you to a small group.

2. With your group, select one of the open-ended situations from the listing below.

3. Take a few minutes to think of many possible ways to complete your group situation (2-3 minutes).

4. Ask for a volunteer in your group who will be a recorder and write down all the suggestions your group makes to complete your situation.

5. Share your suggestions with your group. See how many the group can think up.

6. Your teacher will stop your class after about 20 minutes, and re-group you so that all small groups that discussed the same situation can form one large group.

7. Each small group recorder can read the suggestions made earlier. There should be another recorder for the large group to collect all the suggestions. (There may be new suggestions that no one thought of before.)

Suggested Images:

1. If the school playground closes for 3 weeks so new play equipment can be added . . .

2. If Mother starts a job for the first time (or changes to a new one) . . .

3. If snack food machines are allowed in school . . .

4. If a mobile home park (trailer court) with 200 units opens across the street from the school . . .

Participant Materials: Activity Form #5-J

OPEN IMAGES

In "Open Images" you will work with a small group to examine a situation you have picked from a selected listing. You and your group will think of different directions in which the situation could move. Your group will then share its ideas with the other small groups working on the same situation.

Directions:

1. Your teacher will assign you to a small group.

2. With your group, select one of the open-ended situations from the listing below.

3. Take a few minutes to think of many possible ways to complete your group situation (2-3 minutes).

4. Ask for a volunteer in your group who will be a recorder and write down all the suggestions your group makes to complete your situation.

5. Share your suggestions with your group. See how many the group can think up.

6. Your teacher will stop your class after about 20 minutes, and re-group you so that all small groups that discussed the same situation can form one large group.

7. Each small group recorder can read the suggestions made earlier. There should be another recorder for the large group to collect all the suggestions. (There may be new suggestions that no one thought of before.)

Suggested Images:

1. If a 200-unit trailer park opens across the street from the school . . .

2. If the gas station across the street from school becomes a party store . . .

3. If the local factory/plant that employs 10% of the work force in the community closes . . .

Participant Materials: Activity Form #5-S

OPEN IMAGES

In "Open Images" you will work with a small group to examine a situation you have picked from a selected listing. You and your group will think of different directions in which the situation could move. Your group will then share its ideas with the other small groups working on the same situation.

Directions:

1. Your teacher will assign you to a small group.

2. With your group, select one of the open-ended situations from the listing below.

3. Take a few minutes to think of many possible ways to complete your group situation (2-3 minutes).

4. Ask for a volunteer in your group who will be a recorder and write down all the suggestions your group makes to complete your situation.

5. Share your suggestions with your group. See how many the group can think up.

6. Your teacher will stop your class after about 20 minutes, and re-group you so that all small groups that discussed the same situation can form one large group.

7. Each small group recorder can read the suggestions made earlier. There should be another recorder for the large group to collect all the suggestions. (There may be new suggestions that no one thought of before.)

Suggested Images:

1. If the local factory/plant, that employs 10% of the work force in the community, closes and relocates in another state 700 miles away . . .

2. If the draft for men, aged 18-21, were operational . . .

3. If the driving age were lowered one year . . .

Participant Materials: Activity Form #5-C/A

OPEN IMAGES

In "Open Images" you will work with a small group to examine a situation you have picked from a selected listing. You and your group will think of different directions in which the situation could move. Your group will then share its ideas with the other small groups working on the same situation.

Directions:

1. Your teacher will assign you to a small group.

2. With your group, select one of the open-ended situations from the listing below.

3. Take a few minutes to think of many possible ways to complete your group situation (2-3 minutes).

4. Ask for a volunteer in your group who will be a recorder and write down all the suggestions your group makes to complete your situation.

5. Share your suggestions with your group. See how many the group can think up.

6. Your teacher will stop your class after about 20 minutes, and re-group you so that all small groups that discussed the same situation can form one large group.

7. Each small group recorder can read the suggestions made earlier. There should be another recorder for the large group to collect all the suggestions. (There may be new suggestions that no one thought of before.)

Suggested Images:

1. If the draft for men, aged 18-21, were operational . . .

2. If men and women must be represented in staff/clerical/maintenance/administrative units of your school (or work) setting as they are in the student (employee) body . . .

3. If all area newspapers go on strike for six months . . .

4. If I become the parent of a brain-damaged child . . .

5. If I had to get by on 25% less money . . .

Facilitator Guide: Activity #6

FUTURE WHEEL

Elem/JHS/SHS/
Coll/Ad

Students look at a situation in terms of its current status, its antecedents, and its possible future directions. They critically select the most likely and most desirable alternatives, and think how to move from the former to the latter.

Anticipated Outcomes: Connecting past, present, future; exploring alternatives; making conscious choices; working for change

Activity Form: #6-E (elementary); 6-J (junior high); 6-S (senior high); 6-C/A (college/adult); Sample Future Wheel and Future Wheel

Directions:

1. Students review possible topics, selecting and checking one on which they choose to work.

2. Students write selected topic on Future Wheel in segment marked "PRESENT."

3. Students think back a few weeks, months or years to image the siutation suggested in the topic as it was (or might have been) then. They fill in the segment marked "PAST" on the Future Wheel with that image.

4. Students think about the future--about the ways in which the situation might change. There should be several possibilities; some changes might be bad, some might be "OK," some might be nearly perfect.

5. Students fill in appropriate wheel segments, placing one star (*) in segment containing image they feel will most likely occur. They should put two stars (**) in segment containing image they feel is most desirable.

6. Students write a paragraph (length should depend on age group) suggesting ways in which the most likely could be improved in the direction of the most desirable.

7. Students should write (or discuss in class) how they, personally, could be involved in bringing the most desirable "FUTURE" to their chosen "PRESENT" situation.

Participant Materials: Activity Form #6-E

FUTURE WHEEL

In "The Future Wheel" you will be able to look at a situation as it now is, as it was last year, and as it might be next year. You will be able to select the way it probably will be, and the way it should be. Then you can suggest how you can help it to be the way it should be. (See the sample Future Wheel on the next page.)

Directions:

1. Select one of the following situations for your Future Wheel. Put a check mark next to the one you have chosen.

2. Write your chosen "situation" in the wheel segment marked "PRESENT."

3. Think back to last year. How was the "situation" different? How did it affect you? Write your answer in the segment marked "PAST."

4. Now, think ahead to next year. How might the "situation" change? Might things get worse? Better? What would be the best way in which things might change? Try to think of at least two possibilities, including a desirable one, and write one in each segment marked "FUTURE."

5. Look at the "FUTURE" possibilities, and put a star (*) into the wheel segment with the "situation" you think will most likely occur. Put two stars (**) into the segment you think should occur because it would be the best possibility.

6. Now, try to figure out what you could do to make the "situation" with two stars (**) really happen. Write a sentence or two with your ideas for doing this. If you can't figure out how to do this, write a sentence or two on why you feel the situation with two stars (**) could never happen.

Suggested Situations:

1. Best friend is moving away this month.

2. Sister or brother is being married this month.

3. Your family is moving away this month.

4. Sister or brother has just gotten a divorce.

Participant Materials: Activity Form #6-J

FUTURE WHEEL

In "The Future Wheel" you will be able to look at a situation as it now is, as it was last year, and as it might be next year. You will be able to select the way it probably will be, and the way it should be. Then you can suggest how you can help it to be the way it should be. (See the sample Future Wheel on the next page.)

Directions:

1. Select one of the following situations for your Future Wheel. Put a check mark next to the one you have chosen.

2. Write your chosen "situation" in the wheel segment marked "PRESENT."

3. Think back to last year. How was the "situation" different? How did it affect you? Write your answer in the segment marked "PAST."

4. Now, think ahead to next year. How might the "situation" change? Might things get worse? Better? What would be the best way in which things might change? Try to think of at least two possibilities, including a desirable one, and write one in each segment marked "FUTURE."

5. Look at your "FUTURE" possibilities, and put a star (*) into the wheel segment with the "situation" you think will most likely occur. Put two stars (**) into the segment you think should occur because it would be the best possibility.

6. Now, try to figure out what you could do to make the "situation" with two stars (**) really happen. Write a sentence or two with your ideas for doing this. If you can't figure out how to do this, write a sentence or two on why you feel the situation with two stars (**) could never happen.

Suggested Situations:

1. You have a new part-time job (before or after school).

2. Grandparent who has been living with your family died last week.

3. Foreign student arrives to spend a year with your family.

4. Best friend moves to another state.

Participant Materials: Activity Form #6-S

FUTURE WHEEL

In "The Future Wheel" you will be able to look at a situation as it now is, as it was last year, and as it might be next year. You will be able to select the way it probably will be, and the way it should be. Then you can suggest how you can help it to be the way it should be. (See the sample Future Wheel on the next page.)

Directions:

1. Select one of the following situations for your Future Wheel. Put a check mark next to the one you have chosen.

2. Write your chosen "situation" in the wheel segment marked "PRESENT."

3. Think back to last year. How was the "situation" different? How did it affect you? Write your answer in the segment marked "PAST."

4. Now, think ahead to next year. How might the "situation" change? Might things get worse? Better? What would be the best way in which things might change? Try to think of at least two possibilities, including a desirable one, and write one in each segment marked "FUTURE."

5. Look at your "FUTURE" possibilities, and put a star (*) into the wheel segment with the "situation" you think will most likely occur. Put two stars (**) into the segment you think should occur because it would be the best possibility.

6. Now, try to figure out what you could do to make the "situation" with two stars (**) really happen. Write a sentence or two with your ideas for doing this. If you can't figure out how to do this, write a sentence or two on why you feel the situation with two stars (**) could never happen.

Suggested Situations:

1. You just quit school in your junior year.

2. You are a senior and were married this month to another senior.

3. You are in process of buying (making payments) on a six-year-old gas-guzzler, going to school and working part-time.

4. The draft for all young people, aged 17-25, has just been enacted. (You are going to be 17 later this month.)

Participant Materials: Activity Form #6-C/A

FUTURE WHEEL

In "The Future Wheel" you will be able to look at a situation as it now is, as it was last year, and as it might be next year. You will be able to select the way it probably will be, and the way it should be. Then you can suggest how you can help it to be the way it should be. (See the sample Future Wheel on the next page.)

Directions:

1. Select one of the following situations for your Future Wheel. Put a check mark next to the one you have chosen.

2. Write your chosen "situation" in the wheel segment marked "PRESENT."

3. Think back to last year. How was the "situation" different? How did it affect you? Write your answer in the segment marked "PAST."

4. Now, think ahead to next year. How might the "situation" change? Might things get worse? Better? What would be the best way in which things might change? Try to think of at least two possibilities, including a desirable one, and write one in each segment marked "FUTURE."

5. Look at the "FUTURE" possibilities, and put a star (*) into the wheel segment with the "situation" you think will most likely occur. Put two stars (**) into the segment you think should occur because it would be the best possibility.

6. Now, try to figure out what you could do to make the "situation" with two stars (**) really happen. Write a sentence or two with your ideas for doing this. If you can't figure out how to do this, write a sentence or two on why you feel the situation with two stars (**) could never happen.

Suggested Situations:

1. Seemingly permanent severe drop has occurred in our oil supply due to destruction by sabotage of mid-east oil supplies (80%).

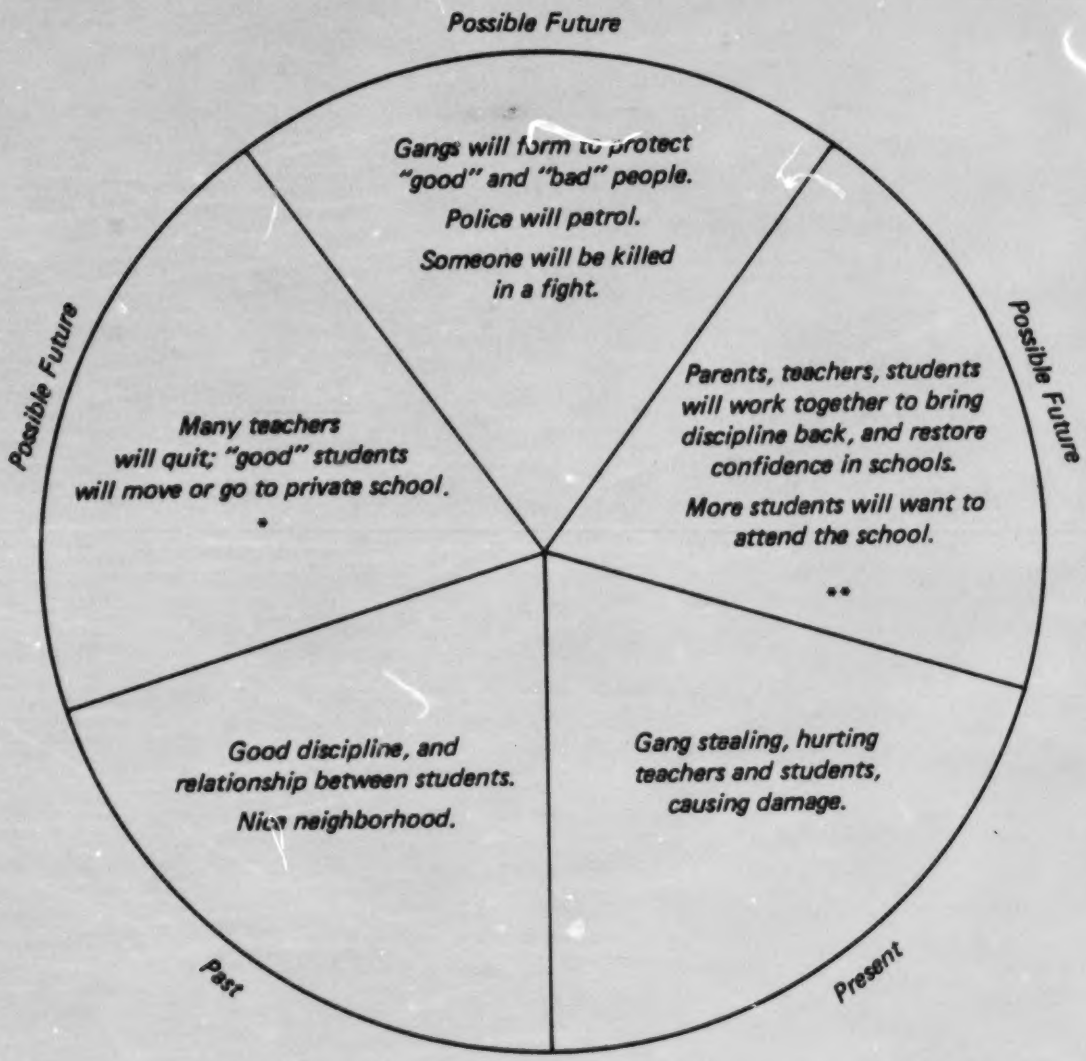
2. Standing army has been established this month wherein all physically able persons serve on active duty for three years (18-21), and in the reserves for ten years (21-31).

3. College or community newspaper (only one) announces it will have to close down due to lack of interest on part of readers and advertisers.

FUTURE WHEEL

Sample

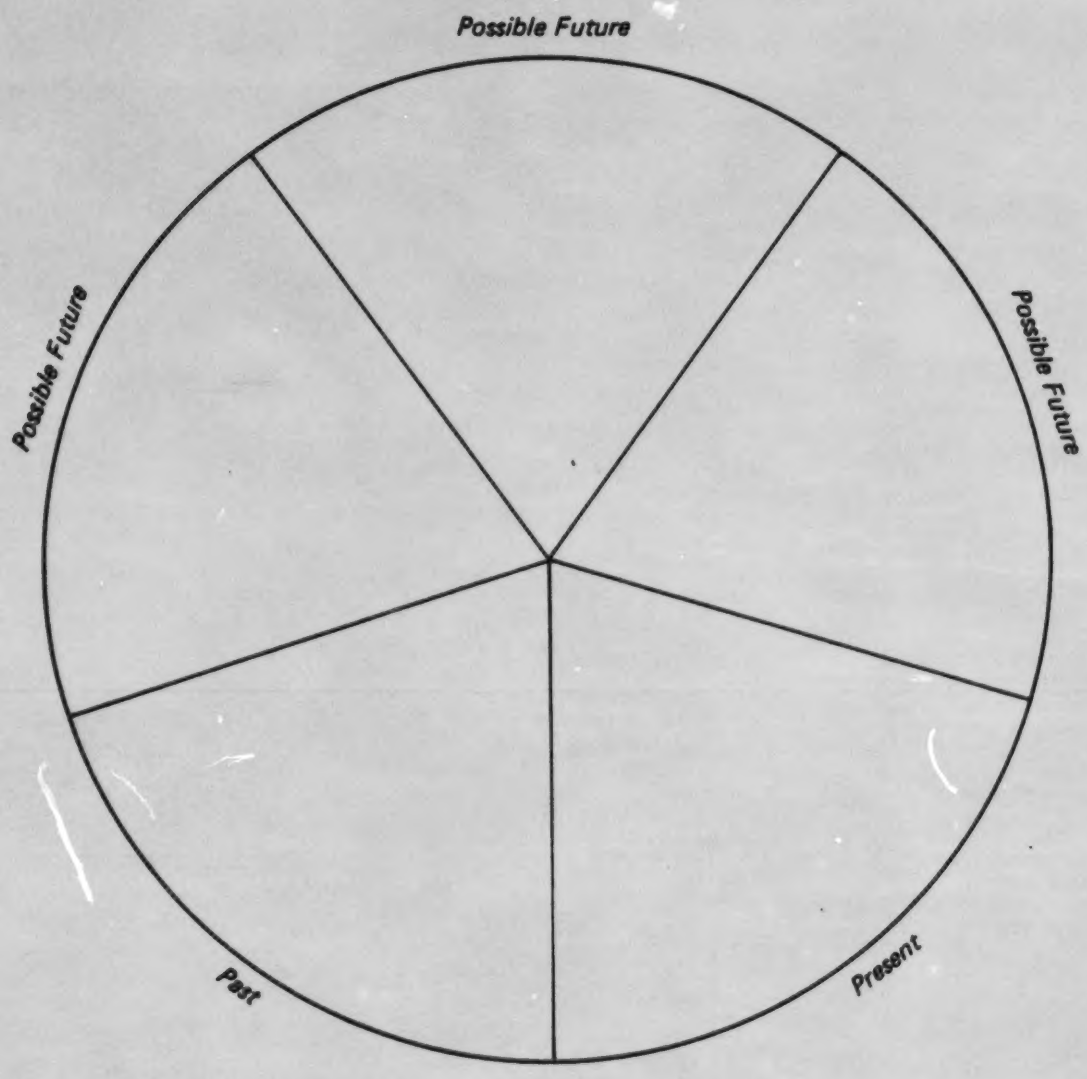
Situation: *A gang is operating in the school, causing harm to students and teachers, damage to property, and theft of money and possessions.*


Possible Future
Gangs will form to protect "good" and "bad" people.
Police will patrol.
Someone will be killed in a fight.
Possible Future
Parents, teachers, students will work together to bring discipline back, and restore confidence in schools.
More students will want to attend the school.
**
Possible Future
Many teachers will quit; "good" students will move or go to private school.
*
Past
Good discipline, and relationship between students.
Nice neighborhood.
Present
Gang stealing, hurting teachers and students, causing damage.

The situation with two stars (**) could happen if more students would not be afraid of the gang kids, and would report threats or attacks or thefts to the teacher or principal as soon as they happened, AND the teachers and principal had the guts and help to enforce the rules. The parents of the bad students have to take some of the responsibility for straightening out their kids.

I could help by telling my parents more about what happens in my school (I have been afraid to let them know what is really going on here), and by making sure my friends are not involved in gangs.

FUTURE WHEEL



Facilitator Guide: Activity #7

TIME LINE JHS

Students project themselves into the desirable short- and mid-term future, and explore what efforts are required to get there.

Anticipated Outcomes: Imaging personal futures; examining obstacles; developing strategies for change

Activity Form: #7; Sample Time Line and Time Line

Directions:

1. Students think of one aspect of their lives over which they have some control, such as career or school goals, participation in sports/arts, personal projects.

2. On the "Now" end of the Time Line, students write the current status of the selected aspect (see sample Time Line).

3. At appropriate places on the Time Line students note directions they would like their selected life aspect to take by a year from now, and by the time they've completed high school.

4. In the spaces provided, students indicate steps they need to take to help reach the desired point.

5. (Optional, at discretion of Facilitator.) Students draw a picture or write a poem or short scenario indicative of their short- or mid-term projected image.

Participant Materials: Activity Form #7

TIME LINE

In "Time Line," you will look at your personal short- and mid-term future, set a desirable goal for yourself, and anticipate paths which will help you reach your goal.

Directions:

1. Think of one aspect of your life--one over which you have some control--such as school or career goals, personal goals, family or social goals.

2. Review the Sample Time Line.

3. On the blank Time Line, write the current state of the life aspect you have selected.

4. On various points in time on your Time Line, note the directions you would like your selected life aspect to take.

5. In the spaces provided, indicate the steps you must take to bring yourself to each point on your Time Line. (If there are people or things which will hinder you, you can note them but, if you do, you must indicate how you can overcome such hindrances or how you can pursue alternative paths to the same goal.)

TIME LINE

Sample

Now	*1 Year From Now*	*After High School*
I'd like to be in the Spring play next year.	*I'm trying out for the Spring play.*	*I want to attend drama school.*

What I must do to get here: ⟶

I will take Theatre Arts next semester and try out for the play.

Problems and alternatives (if applicable):

There may be a program conflict so I can't take Theatre Arts and Math, in which case I'll join the Theatre Guild instead.

What I must do to get here: ⟶

I will take courses and summer workshops in Theatre Arts, and try out for Civic Theatre. I will volunteer to work with local theatre groups on stagecraft, and write for catalogues to know what other high school courses to take.

Problems and alternatives (if applicable):

I may not be able to volunteer much time if I have to work all summer, but maybe I can sign up with a temporary employment service and work when I can.

TIME LINE

Now | 1 Year From Now | After High School

What I must do to get here: →

Problems and alternatives (if applicable):

What I must do to get here: →

Problems and alternatives (if applicable):

Facilitator Guide: Activity #8

IF I WERE---

JHS/SHS

Students become aware of various ways in which people interact in life through community-oriented role-playing exercises.

Anticipated Outcomes: Assuming roles; becoming civic-minded; learning listening skills

Activity Form: #8

Note: Prior to activity, class creates, on 2" x 3" cards, "role cards" from listing on reverse of page, one role to a card. Include asterisks where applicable. Cards are then stored in a box until needed for activity. (Asterisk signifies licensed jobs.)

Directions:

1. Select from class a group of 4-6 students to represent the City Council (CC). This group then selects a topic of community interest to be discussed. (Possible discussion topics are listed on reverse.)

2. Other students represent a Citizen Interest Group (CIG) attending the Council meeting to raise questions on the topic being discussed.

3. Each class member, including CC members, selects a role card from the box and thinks it through in relation to the topic to be discussed.

4. The CC makes a brief statement of the issue before it, and the CIG members, as interested and involved community members, raise questions (logical and/or emotional) from the stance of their assumed roles.

5. CC members respond to citizen concerns, remembering that, though they also have "roles" in life, they are public servants and must put aside their personal interests but not their values.

6. Class discusses activity-derived learnings.

Participant Materials: Activity Form #8

IF I WERE---

In "If I Were---," you will assume a role as an adult in your community and, in that role, interact with other "adults" to examine and solve community problems.

Directions:

1. Your teacher will select a small group (4-6) from your class which will represent the City Council (CC). The rest of your class will represent a Citizen Interest Group (CIG).

2. The CC group selects a topic of interest to the community which will be on the "agenda" for a public meeting. (Topic may be selected from the listing on the reverse side or may be suggested by the CC.)

3. Each member of CC and CIG selects a role card from the box and imagines him/herself in that role.

4. One CC member makes a brief presentation of the agenda topic to be discussed.

5. CIG members raise questions and issues (logical and/or emotional) relevant to the topic, from the role they are assuming.

6. CC members present arguments on the questions and issues. (CC members must remember that, although they each have a role to play as a private citizen, they are public servants and must act as such. They should downplay their personal interests, but not their personal values.)

7. After completion of this activity, discuss, as a class, what you learned from participating in this activity.

Possible Discussion Topics: (Class may think up others)

1. Need for new high school in growing part of town
2. Spread of adult book stores and movie houses near public library
3. Strike by school teachers, custodians and secretaries
4. Public transportation
5. Request for permit to build housing on city park property
6. Request for increase in parking meter rates
7. Request for increase in licensing fees for roles which are asterisked

Possible Roles: (Class may think up others)

Farmer	High School Student
Shopkeeper	Lumber Worker
Power Company Executive	Water Control Worker
*Tailor	Advertising Executive
*Auto Mechanic	*TV Repair Person
*Plumber	*Carpenter
Doctor	Psychiatrist
Teacher	Lawyer
Minister/Priest/Rabbi	Computer Programmer
Policeperson	*Restaurant Worker
Marine	Airline Pilot
Secretary	*Junk/Scrap Dealer
School Custodian	Judge
Mailperson	Landlord
Motel Manager	High School Principal
Librarian	Biologist
Banker	Sportscaster
Bank Teller	Real Estate Agent
Football Coach	*Avon Lady

Facilitator Guide: Activity #9

AWARENESS ASSESSMENT JHS/SHS

Students examine some issues and "image" their impact over the next 10-20 years on their own lives, those of their family, their community, the nation and the world.

Anticipated Outcomes: Connecting present and future; examining relationships; imaging futures

Activity Form: #9

Directions:

1. Students read and think about the issues presented. They should try to imagine what life would be like, over the next 10-20 years, for the constituencies indicated.

2. Students should indicate, with a circle, the letter suggestive of the most appropriate response insofar as they can determine. They should write a brief comment for the way(s) in which the issue may possibly affect the various groups indicated. (If some groups are not affected by particular issues, omit comments on them.)

3. After all students have completed the Activity Form to the best of their ability, divide the class into small groups (3-4 students in each) and encourage them to discuss some of the issues and the ways in which they indicated the issues would impact. Note: There are no "right" or "wrong" answers!

Participant Materials: Activity Form #9

AWARENESS ASSESSMENT

In the "Awareness Assessment," you will be able to explore issues designed to help you image life as it will be for you, your family, your community, the nation and the world, over the next 10-20 years.

Directions:

1. Read the issue statement and think about what your response might be.

2. Indicate your "best-guess" response by circling the appropriate letter.

3. Write a brief comment for the way(s) in which the issue may affect the groups noted in the 10-20-year time frame indicated above.

4. After the group as a whole has completed the Form, you will have an opportunity to break into small groups (3-4 students each), and discuss your responses. Note: There are no "right" or "wrong" answers!

AWARENESS ASSESSMENT

1. Life in the future will be characterized by more (a) space travel, (b) air travel, (c) land travel, (d) water (surface or underwater) travel.

Effect on me: _____

family: _____

community: _____

nation: _____

world: _____

2. Life in the future will be (a) more hectic, (b) slower paced, (c) more regulated by government, (d) less regulated.

Effect on me: _____

family: _____

community: _____

nation: _____

world: _____

3. Education will be primarily (a) in schools, (b) outside schools, (c) balanced between (a) and (b).

Effect on me: _____

family: _____

community: _____

nation: _____

world: _____

4. Most people will live in (a) urban environment, (b) suburban environment, (c) rural environment, (d) space cities.

Effect on me: _____

family: _____

community: _____

nation: _____

world: _____

5. People look toward the future with (a) great optimism, (b) moderate optimism, (c) hope but not optimism, (d) moderate pessimism, (e) great pessimism.

Effect on me: _____

family: _____

community: _____

nation: _____

world: _____

6. I look to my own future with (a) great anticipation in being what I want to be, (b) concern that the world may blow itself up, (c) awareness of world problems impinging on my future, (d) fear of the unknown.

Effect on me: _____

family: _____

community: _____

nation: _____

world: _____

7. The world is (a) my oyster, (b) a breadline, (c) a tinderbox, (d) full of opportunity, (e) full of shrinking opportunity.

Effect on me: _____

family: _____

community: _____

nation: _____

world: _____

Facilitator Guide: Activity #10

PERSONAL LIFE LINE

JHS/SHS/
Coll/Ad

The "Personal Life Line" assists participants to examine "change" points that have already occurred in their lives with a view toward recognizing them as they arise in the future.

Anticipated Outcomes: Recognizing stress points; analyzing events; projecting future stress points

Activity Form: #10; Sample Personal Life Line

Directions:

1. Participants should have a long sheet of paper, about 20" wide, unlined.

2. Participants title the sheet, "Personal Life Line."

3. Participants, working independently, draw a line across the sheet. On left end they plot their birth date.

4. For junior high school participants mark off line in 1-year intervals, ending with last year. Older participants may use 2-year or 5-year intervals.

5. Students create columns below life line, ending 4-5 inches from bottom of sheet.

6. In appropriate columns, they indicate, briefly, major occurrences in their lives.

7. Then they mark, with a red asterisk, those events or decisions where other choices might have been made, and write a sentence or two below the columns to indicate why the choice was unfortunate, what other choices they could--or should--have made, and how such other choices might have altered their lives (see sample Personal Life Line).

Participant Materials: Activity Form #10

PERSONAL LIFE LINE

In the "Personal Life Line," you will review your life objectively, noting those events which were stress--or change--points, and which, decided differently, might have altered the course of your life.

Directions:

1. On a sheet of unlined paper, about 20" wide and 12"-14" long, write across the top center, "Personal Life Line."

2. About 2" from the top, draw a line across the sheet from left to right.

3. On left end, on the line, plot your birth date.

4. a. Junior High School Students--mark off line in 1-year intervals, ending with last year.

   b. Other Participants--mark off line in 2-year or 5-year intervals, ending with last year.

5. Draw column lines below Life Line to correspond to dates (see Sample), ending 4"-6" from bottom of sheet.

6. In appropriate column write a brief statement of major occurrences in your life, as you remember them. (You may not have occurrences for each column, but try to fill in as many as possible even if you do so not from personal recollection but from having heard about them at home. Do not leave more than three columns blank.)

7. Using red pencil or pen, mark with an asterisk those occurrences or events where other choices might have been made that would have appreciably changed your life in a positive way. (Mark at least two; not more than four.)

8. In the space below the charting of your Life Line, indicate the years which you asterisked, and next to each such year, write two or three sentences to indicate why the event had a negative impact on your life, what more positive decision you might--or should--have made and how such a decision might have altered your life. (See Sample Personal Life Life.)

PERSONAL LIFE LINE

Sample

3/14/64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79
	Moved to another state	Fell down stairs and broke my front teeth	Spent 2 days a week in "Day Care"	Spent 3 days a week in "Day Care"	Had baby sitter before school 5 times a week	Started a private school	Started ballet and piano	Had a new baby brother; Joined Scouts	Grand-father died; and Grandma came to live with us	Went to camp for 3 weeks	Janice moved away. Started flute	I ran away	Joined band and met Howie	Graduated Jr. High; Prom with Howard	Broke up with Howard

1967-Met other children but felt somewhat rejected. Wish Mom hadn't gone back to work; we might have been closer.

1970-Good school, but no one else from my neighborhood went. Would rather have gone to school which everyone else in area attended, and felt more a part of the social scene.

1973-I had to share small bedroom with Grandma. We were always getting on each others nerves. I wish I had been more patient--she had so many experiences to share that would have enriched my own life.

1976-The loss of Janice was hard on me, but I probably blamed all my problems on her moving away. I should have been mature enough to realize my near-failure in math was my fault--not Janice's. I could have asked for tutoring, and saved my parents a lot of grief. I have a feeling they'll be pressed to trust me for a long time.

Facilitator Guide: Activity #11

VALUE SCAN JHS/SHS/Coll/Ad

In the "Value Scan," participants will indicate goals for the future, and, working in pairs, analyze their personal strengths and weaknesses with a view toward determining how they might help or hinder goal attainment.

Anticipated Outcomes: Goal setting; self-analyzing; imaging

Activity Form: #11; Sample Value Scan Sheet A, Value Scan Sheet A and B; Checklist of Adjectives

Directions:

1. Pair off participants, numbering them "1" and "2."

2. Pass out "Value Scan Sheet A," one to each participant.

3. Each person completes the "Goal" statement as shown on "Sheet A."

4. Each member of the pair reviews silently the checklist of value objectives and then, in "Column 1," checks off those appropriate to "1."

5. Next to the check mark, participants indicate by a "+" or "-" whether they regard the attribute positively or negatively. (Allow 10 minutes for this activity.)

6. Using "Column 2," members of the pair will do the same for team member "2."

7. When both columns have been filled in, pairs compare and discuss results, and create a brief composite written description for each member of the pair. They should indicate areas of strength and weakness, noting how these might help or hinder the goals established in (3).

Optional: (Pass out Value Scan Sheet B)

8. Using results of the "Value Scan Sheet A" each participant, working alone, determines, in written form, potential for success for situations suggested on the "Value Scan Sheet B" using space beneath each situation.

Note:

For this activity participants should know each other fairly well. Do not use at the beginning of a term/semester.

Participant Materials: Activity Form #11

VALUE SCAN

The "Value Scan" will encourage you to establish some life goals, and then critique yourself objectively to ascertain your personal strengths and weaknesses so you can determine how they will assist or deter your goal attainment.

Directions:

1. Your Facilitator will pair off the group, each group member being designated "1" or "2."

2. You and your teammate will each receive a "Value Scan Sheet A."

3. Review the sample on the next page, and then, independently, complete the portion marked "My Goals."

4. Now, on your own, silently read over the "Checklist of Value Adjectives." In "Column 1," check off those adjectives which seem appropriate to your team member designated "1." (Both of you will be "analyzing" the same team member at the same time, working independently.)

5. Next to each check mark, indicate with a "+" or "-" whether you feel the attribute is a positive or negative one.

6. Using "Column 2" do the same for team member "2." (Now both you and your teammate will be "analyzing" team member "2.")

7. When you both have finished both columns, compare and discuss your joint "analyses." Jointly write up a brief description for each member of your team. (There should be one such writeup for each of you.) The writeups should show areas of strength and weakness, and indicate how they might help or hinder the goals established in (3).

VALUE SCAN SHEET A

Sample

My Goals:

Educational: Graduate School

Career: Neurosurgeon

Personal: Marriage, family, condo in the city and cottage at the lake

VALUE SCAN SHEET A

My Goals:

Educational: _____

_____

Career: _____

_____

Personal: _____

_____

CHECKLIST OF VALUE ADJECTIVES

Value Adjectives	"1"	"2"	Value Adjectives	"1"	"2"
Honest			Sensitive		
Intelligent			Overbearing		
Competitive			Selfish		
Responsible			Tradition-bound		
Cautious			Systematic		
Reflective			Pushy		
Shy			Guileless		
Stubborn			Industrious		
Sympathetic			Altruistic		
Charming			Creative		
Hostile			Cooperative		
Nervous			Concerned		
Outspoken			Civic-minded		
Neat			Independent		
Patient			Lazy		
Friendly			Idealistic		
Energetic			Curious		
Selfish			Dependable		
Articulate			Reliable		
Organized			Spontaneous		
Committed			Determined		
Suspicious			Gregarious		
Thoughtful			Amiable		
Attentive			Ambitious		
Opinionated			Adventuresome		
Serious			Logical		
Aggressive			Clumsy		
Moody			Close-minded		
Compromising			Secure		
Humorous			Timid		
Shallow			Fearful		
Persistent			Conservative		
Assertive			Asocial		

VALUE SCAN SHEET B

Using the results which relate to you from Value Scan Sheet A, work alone to determine your potential for success in each of the following situations: (Write two-three sentences for each.)

a. enlist in the military service after graduation from high school (or college)

b. purchase own car (or motorcycle) within six months of receiving driver's license

c. become a candidate for school (or local) office

d. plan a 21-day bike trip to the Grand Tetons with two friends

e. work after classes at a job that is tedious but appropriate to future goals

f. join a commune (religious, philosophical, life-style, etc.)

g. change career goals at age 45

Facilitator Guide: Activity #12

AUTOBIOGRAPHIES SHS/Coll/Ad

In "Autobiographies," participants project themselves 25 years hence, and image how the years will have impacted on them, society, the world in general. They will have specific topics to use as outlines for their autobiographies.

Anticipated Outcomes: Trend analysis and extrapolation; examination of global as well as personal issues

Activity Form: #12

Directions:

1. Participants respond to open-ended outline with at least 2-3 sentences. They should mark (in left margin) whether they feel the future situation will be better (B) or worse (W) than today.

2. After completion of outline, participants write a page (use back of Activity Form), presenting an overview of all their responses--how they see life 25 years from now, and the areas in which they feel they (or government or nations) must expend more effort to produce a better outcome.

Participant Materials: Activity Form #12

AUTOBIOGRAPHIES

In "Autobiographies," you will think about and image a series of future-oriented situations, personal and societal, as they might be 25 years from now. You will tie them together into a composite, and suggest areas which need more attention.

Directions:

1. Mentally project yourself into a future time 25 years hence.

2. Respond to each of the open-ended statements on the outline below, using at least 2-3 sentences for each statement.

3. In the left margin, next to each completed statement, indicate whether, in your opinion, the particular situation will be better (B) or worse (W) in the future than it is today.

4. After completion of the outline, write a composite overview of your responses--a total look at how, based on the outline, you see life 25 years from now. Indicate the areas you feel show positive gains, as well as those in which you feel that you (or government or nations) must work harder to improve the outcome.

Outline

B W

Looking ahead 25 years, I feel the following situations will be true:

___ ___ (a) In regard to my high school/college plans for my career goals, I _____

_____

_____

_____

_____

___ ___ (b) In the past 25 years, my relationships with friends and family _____

_____

_____

_____

_____

B W

___ ___ (c) The efforts of our government to ensure life's basic necessities (food, jobs, housing, health care) to its citizens _____

_____

_____

_____

_____

___ ___ (d-1) People in my age group (40-50 years old) feel good about

_____

_____

_____

_____

_____

___ ___ (d-2) feel frustrated by _____

_____

_____

_____

_____

___ ___ (d-3) are really angry about _____

_____

_____

_____

_____

___ ___ (e) My place in the economic spectrum seems to be _____

_____

_____

_____

_____

B W

___ ___ (f) The world's hunger problem (or population problem or energy problem) _____

_____

_____

_____

_____

Areas of positive gain are: _____

_____

_____

_____

Areas in which improvement is needed are: _____

_____

_____

_____

_____

Facilitator Guide: Activity Form #13

NEXT YEAR THIS TIME-- SHS/Coll/Ad

In this activity, participants examine various aspects of their short-term future (one year), think of how it can realistically be changed, indicate some desirable changes, and suggest ways to effect those changes.

Anticipated Outcomes: Imaging short-term future; projecting needs; effecting change

Activity Form: #13

Directions:

1. Students give thought to the areas of their life as listed on Activity Form #13.

2. Students project one year from now, and decide, for each area, the kind of change they would like to see.

3. Each student completes the time line on his/her activity form, indicating at appropriate junctures along the way what must be done to effect the desired change.

4. When all time lines have been completed, students underline in red those actions they can reasonably expect to take, and why.

5. In green (or other color) they underline those actions which they feel they cannot take, and indicate why.

Participant Materials: Activity Form #13

NEXT YEAR THIS TIME--

In this activity, you will examine the short-term future (one year) in several life areas, determine what changes in each area you deem desirable, and decide what must happen at various points in time so that the changes will occur.

Directions:

1. Review and think about the life areas suggested on the time line form.

2. Project yourself into a future that is one year from today, and, for each area, decide on one change you hope will occur.

3. On the time line for each area, indicate the "now" situation, the preferred future, and the steps necessary along the way (by you and/or others) to make the preferred future occur.

4. After all time lines have been completed, underline in red those actions (intermittent and final) you feel could be taken.

5. In green (or another color), underline those actions you feel are not possible. Indicate "why" in the spaces provided under each time line. Suggest a possible alternative action.

Sample (B)

My family relationships are not likely to improve because my mother pays more attention to my new step-father and his needs than to me, and when I try to talk to her, she shuts me out. I need to get up courage enough to ask my minister/group leader to talk to all of us. I think that would help by giving us an objective point of view from a person we all respect.

Note:

All Time Lines are on the reverse page.

TIME LINES

A. My Personal Life

/ now / 6 mos. / 12 mos. /

Improbable(s): _____

_____

Alternative(s): _____

_____

B. My Family Relationships

/ now / 6 mos. / 12 mos. /

Improbable(s): _____

_____

Alternative(s): _____

_____

C. My Social/Work/School Relationships

/ now / 6 mos. / 12 mos. /

Improbable(s): _____

_____

_____

Alternative(s): _____

_____

_____

Facilitator Guide: Activity #14

NEWSPAPER REPORTER

JHS/SHS/
Coll/Ad

In "Newspaper Reporter," participants project themselves into the future to create an image of what they would like to become.

Anticipated Outcomes: Projecting; fantasizing; reporting; writing

Activity Form: #14

Directions:

1. Participants picture their life as they want it to be five years from today.

2. Each participant pretends he/she is a newspaper reporter, assigned to write a feature on someone just like him/her.

3. Each participant selects one of the following newspaper departments for which to write (100-300 words). (See Sample Article in Participant Materials for this activity.)

Community News	Science
Drama/Theatre	Business
Sports	Obituaries
Society	Police Reports
Travel	(Other)

Participant Materials: Activity Form #14

NEWSPAPER REPORTER

In "Newspaper Reporter," you will mentally put yourself into the future. You will pretend you are a newspaper reporter and write about a person just like you, indicating background, successes and failures, and experiences.

Directions:

1. Project yourself into a time five years from now.

2. Assume the role of a newspaper reporter covering events surrounding a person just like you (five years from now).

3. Select one of the newspaper departments listed below, and write a feature story about "you" (100-300 words). (See Sample Article below.)

Community News	Science
Drama/Theatre	Business
Sports	Obituaries
Society	Police Reports
Travel	(Other)

4. From your article, what can you say about yourself--your goals, your expectations, possible changes in course you may need to make soon?

Sample Article:

Newspaper Department: Business

Yesterday, Jane Barbour, head of merchandising and marketing at Allied Fabrics, Inc., announced at a meeting of the Board of Directors that she would be leaving the company at the end of the fiscal year. Ms. Barbour, who has been with Allied for eighteen months, has accepted a position as Vice-President of Retail Operations for General Fabrics Amalgamate, Inc. During her tenure at Allied, Ms. Barbour's creative yet practical ideas boosted sales over 200%. Her interest and involvement in community activities have helped make Allied a household word.

Jane Barbour, 23, was born in Crestview, Idaho, and educated at the Pringle School of Merchandisizing in San Francisco where her fabric designs won her national recognition and the opportunity to work at Allied. She completed her M.B.A. recently at Harvard, and plans to combine her artistic abilities and management skills in her new position.

NEWSPAPER ARTICLE FORM

Newspaper Department: _____

What can you say about yourself--your goals? _____

your expectations? _____

changes in your life? _____

Facilitator Guide: Activity #15

LIFE STYLES Coll/Ad

"Life Styles" is a game developed by a World Future Society team. It is reproduced with permission from, and is available through, the World Future Society, 4916 St. Elmo Avenue, Washington, DC 20014. $3.50 each, prepaid.

"Life Styles" helps players explore their ideas of happiness, and examine their reactions to future happenings in their personal lives as well as in world occurrences.

Anticipated Outcomes: Evaluating values; solving problems; exploring alternatives

Activity Form: #15 ("Life Styles" Game)

Directions:

1. Determine number of participants who will be playing, and divide by four to know how many sets of materials you will need. (Each set accommodates four players.)

2. Duplicate needed number of materials, and tape the two portions of the game boards together--or order appropriate number of originals from the World Future Society. (For more permanent game boards, use Images board as a model and create your own on light- or medium-weight poster board.)

3. Divide participants into small groups of four players each.

4. Provide each group one set of materials, and have them cut and sort cards and pieces.

5. Review directions with participants, including the scoring.

Note:

For "Life Styles," you will need flat surfaces--tables and chairs, or floor space.

Participant Materials: Activity Form #15

LIFE STYLES

In "Life Styles," you explore your ideas of what happiness is, and the ways in which internal and external experiences impact on you, as you "age" from 20-80.

Directions:

Your Facilitator will provide you with materials and directions for "Life Styles."

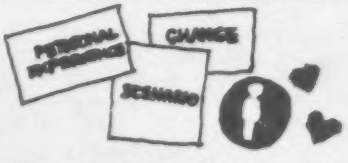
Life-Styles

RULES

The Life-Styles Game

The object of *Life-Styles* is to live as happily as possible. But its underlying purpose is to help players explore their own ideas of happiness and examine their reactions to the kinds of personal experiences and world conditions that may occur in the future. All players begin the game at age 20 and twice every five years they assess their happiness—on a scale of 0-4—in view of the world situation depicted in the game and the personal experiences that happen to them in the course of the game. Just as there are no hard and fast ways of judging happiness in life, there are none in *Life-Styles*. A personal experience that one player considers disastrous may trouble another player very little. Some players, no matter what happens to them in the game, may never give themselves a "0" on the happiness scale. Others may find that the world situation and the circumstances of their personal lives in the game never quite enable them to rank their happiness as a "4". There is room for both optimists and pessimists in *Life-Styles*. At the end of the game—the end of your "life"—a high score does not win nor a low score lose. *Life-Styles* is a game of imagination and exploration, not competition. With every turn, players will find themselves discussing the world situation and the events of their own "lives." The more willing players are to probe the implications of an economic depression, for example, or a change of careers, the more exciting and rewarding the game becomes.

Life-Styles consists of: a gameboard, 73 Personal Experience cards divided into three decks by age group (20-40, 40-60, and 60-80), 36 Scenario cards, 19 Change cards, 2 Miracle Cure cards, 8 scorecards, and 12 playing pieces (the large red circles represent the players themselves, and the small pink hearts represent children). Before beginning the game *the players should cut out all the cards and pieces and familiarize themselves with them.*



Gameboard

The gameboard is divided into four playing blocks, each containing four life-styles. At the beginning of the game, players should place their playing pieces in the Single life-style, but they are free to move among the life-styles throughout the game. The other life-styles are Married, Living with Lover, and Other Options (Commune, Group Marriage, Gay Marriage, or Your Choice). All players, including Single players, are assumed to have emotional attachments to imaginary "partners," although Married, Living with Lover, and Other Options life-styles presume deeper and more secure commitments to "partners."

There are also outlined spaces on the gameboard for the Scenario cards, the Personal Experience cards, and the Change cards.

Scorecard

The scorecard is divided into five columns: "Birthdays," "Looking Back," "Rearing Children," "Changing Life-Styles," and "Looking Ahead." The scorecards enable players to record their scores, and to keep track of their ages, their children's ages, and the order of movement within each turn.

"Looking Back" and "Looking Ahead"

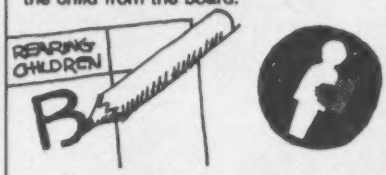
Each player begins every turn except the first by assessing his (or her) own personal happiness on a scale of 0-4 in the "Looking Back" column of the scorecard. These assessments should be based on the player's past personal experiences, his life-style, the world conditions indicated by the Scenario cards, and especially on his personal view of what it all means in terms of his own personal happiness. When a player is "Looking Back," he is evaluating where he has been, and where he is, before moving into the years ahead. At the end of every turn, after having drawn a personal experience card and perhaps influenced world conditions, each player has another chance to rate his happiness—in the "Looking Ahead" column. Current world conditions, personal circumstances, the player's own personal values, and his hopes for the future should all be a part of a player's assessment when he "looks ahead." Scores in the "Looking Back" and "Looking Ahead" columns may be very different or very much the same. It is up to each player to decide.

SCORING

General Rules

Each player assesses his own personal happiness at the beginning and end of every turn on a scale of 0-4 where 0 is roughly equal to "rock-bottom rotten" and 4 is "top of the world." (The first turn of each player is an exception. See below.)

A player who becomes a parent should mark a "B" in the "Rearing Children" column of the scorecard and place a small pink heart on top of his playing piece. Four turns later, when the child is 20, the long-suffering parent is entitled to a "+1" in the same column for successfully rearing a child, and should remove the child from the board.



Players may leave dependent children with their "partner" any time they change life-styles, but doing so costs one point in the "Rearing Children" column and they do not receive any points when the child reaches 20.

Any change of life-styles involves a personal cost of "−1," which should be recorded in the "Changing Life-Styles" column of the scorecard.

Beginning the Game

To begin the game, separate the Personal Experience cards into the three age groups—20-40, 40-60, and 60-80—and shuffle each deck. Place the decks face down in the appropriate spaces on the gameboard. Next, shuffle the Change cards and place them face down in the center of the gameboard. Now separate the Scenario cards into the six subject categories, shuffle each stack, and place them face down in the designated spaces on the gameboard. Turn over the top card on each of the Scenario stacks. This will describe the state of the world as the players enter their adult "lives." The oldest player goes first.

The First Player

1. You begin Single on your 20th birthday. Draw a card from the 20-40 Personal Experience deck. The Personal Experience cards depict various significant events—both good and bad—that happen to you in your "life." (Note: Single players are presumed to have emotional attachments in their lives, so they do not escape the effects of such personal experiences as "you (or your partner) are pregnant" or "your partner develops a chronic illness," although they will probably not feel as strongly affected by such cards as players in other life-styles.)

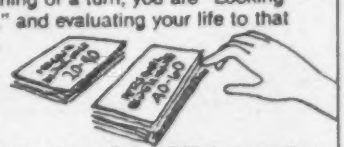
2. Some Personal Experience cards indicate that either you or your partner are pregnant, and you must decide whether to keep the baby, put it up for adoption, or have an abortion. Others indicate that you have become the guardian of a child and you must keep it. If you drew a "child" card from the Personal Experience deck and became a parent, mark a "B" in the "Rearing Children" column of your scorecard. Four turns later you may mark a "+1" in the same column for successfully rearing a child.

3. After you have drawn your Personal Experience card (and chosen among the alternatives it presents, if any) you may move to another life-style if you wish. If you do move, mark a "−1" in the "Changing Life-Styles" column of your scorecard. (If you also leave a dependent child behind, be sure to subtract one point in the "Rearing Children" column.)

4. Some Personal Experience cards have the message "Draw a Change Card" at the bottom. If you get one of these, do as the Change card directs and then put it at the bottom of the Change card deck.

5. Now, taking your personal circumstances and the world situation into account, decide how happy you are with your outlook for the future and rank yourself on the happiness scale of 0-4 in the "Looking Ahead" column of your scorecard. The player on your left now begins his (or her) turn. (All players follow the same steps as the first.)

6. After all other players have had a turn, you begin your second turn, at age 25, by assessing your happiness in the "Looking Back" column of your scorecard. (In all subsequent turns, you also begin by "Looking Back.") *You need not give yourself the same rating that you had at the end of your last turn.* Check the world situation again; it may well have changed. When you assess your happiness at the beginning of a turn, you are "Looking Back," and evaluating your life to that point.



7. At the start of your fifth turn, as the player who began the game, you will be 40 years old, and you should draw from the second deck of Personal Experience cards, labelled 40-60. For the next four rounds, all players should draw from the 40-60 deck. On your 60th birthday, draw the top card of the 60-80 deck; other players should again follow suit. Throughout the game, *players should keep all of their Personal Experience cards face up in front of them to remind them of their personal histories.*

Ending the Game

If all players survive to age 80, they should look back over their lives and judge their overall happiness one final time in the "Looking Back" column of their scorecards. No more cards are drawn. Players should now subtotal all four columns of their scorecards. Compare the "Looking Back" and "Looking Ahead" columns to see whether players were happier as they looked back on their lives or as they anticipated them. Now total all four columns, making sure to subtract points when necessary. The final score reflects how the players viewed their "lives" overall—looking back and looking ahead.

There are no winners or losers in *Life-Styles*, but players may want to use the following scale to help evaluate their "lives."

Scale of Happiness

Above 90	Utter Bliss
80-90	Radiantly Happy
70-80	The Good Life
60-70	Eminently Satisfactory
50-60	Not Bad
40-50	Could Have Been Better
30-40	A Bummer
20-30	Barely Endurable
Below 20	Utter Agony

SPECIAL NOTES

Illnesses

During the course of the game, players may contract a variety of illnesses, some more severe than others. As with other events in the players' lives, it is up to the players themselves to decide how illnesses affect them. In some cases (if a player has two heart attacks, for example), a player may die and be out of the game. In others, illnesses can be chronic, but not necessarily severe. Players can also contract terminal illnesses, and if they are not saved by a Miracle Cure card, they are out of the game after their next turn.

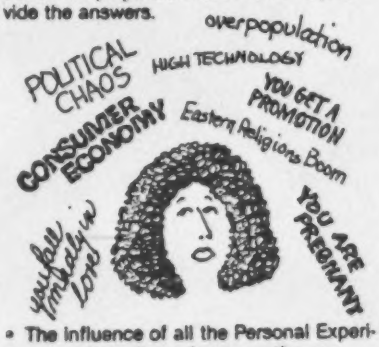
The Miracle Cure Cards

There are two Miracle Cure cards among the Change cards, and they can turn up at any time. The player who draws a Miracle Cure card should keep it and draw another Change card. The card can be used to cure any illness or impairment (including the effects of a heart attack), but may be used only once. If the player who draws the Miracle Cure card chooses to use it to save another player, he simply lays it over the Personal Experience card that describes the player's illness, and that player is cured. However, a player with a Miracle Cure card may also keep it for himself to protect against illnesses that may afflict him later in the game.

A FINAL REMINDER

When the game is over and the players have totaled their scores, no one has won or lost—instead the players have lived. A few points about *Life-Styles* need to be reemphasized.

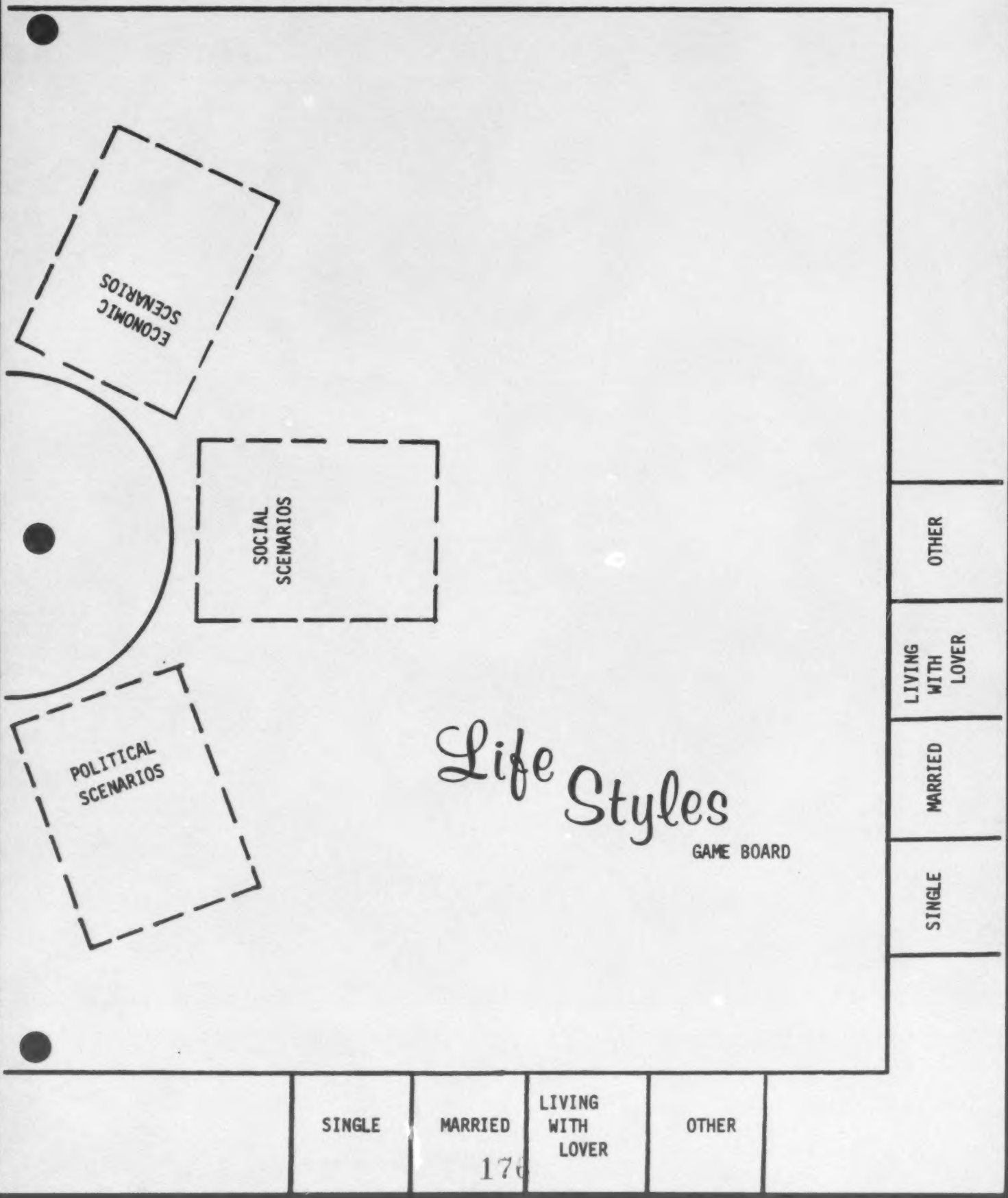
- First and foremost, *Life-Styles* is a game of imagination and discussion. The most important "pieces" are the players themselves. Conversation stimulated by the game is an integral part of the game itself.
- All of the Scenario cards, Personal Experience cards, and life-styles influence each other. It is up to the players to explore the changing worlds depicted by the cards and to assess their happiness in them. The cards, in a sense, are questions: The players themselves must provide the answers.



- The influence of all the Personal Experience cards a player draws continues throughout the game. They are the events of the player's past, and although the impact of many of them will decrease over time, others will remain important throughout a player's life. A player may change careers early in life, for example, and although the event may be important at the time, it may not seem as significant 30 years later. But a player may also go blind, and even though the player may feel that the burden of blindness grows lighter over the years, it is still a condition that will influence the player throughout his life.
- Finally, players are free to compare and discuss their lives during the game and at the game's end. But by playing *Life-Styles* again and again, players can explore some of the many different lives that each person can have.

Life-Styles was developed by a World Future Society team consisting of Robert Selim, David P. Snyder, Diane Smirnow, Ellen Dudley, Bruce Bigelow, Lane Jennings, Susan Snyder, Sally Cornish, and Edward Cornish. Contributions were also made by Steve Olson, Jerry Richardson, Julia Larson, Hugh Myers, Peg Powers, Uri Schoenbach, Terry Batt, Susan Echard, Janet Carson, and Margaret Rainey. The graphic design is by Diane Smirnow.

The World Future Society welcomes comments and suggestions about *Life-Styles*. Readers may mail their comments to Robert Selim, Staff Writer, The Futurist, 4916 St. Elmo Avenue, Washington, D.C. 20014.


ECONOMIC SCENARIOS
SOCIAL SCENARIOS
POLITICAL SCENARIOS
Life Styles
GAME BOARD
OTHER
LIVING WITH LOVER
MARRIED
SINGLE
SINGLE
MARRIED
LIVING WITH LOVER
OTHER

SINGLE
MARRIED
LIVING WITH LOVER
OTHER
SINGLE
MARRIED
LIVING WITH LOVER
OTHER
PERSONAL EXPERIENCE 20-40
PERSONAL EXPERIENCE 40-60
PERSONAL EXPERIENCE 60-80
SPIRITUAL SCENARIOS
GLOBAL SCENARIOS
CHANGE CARDS
TECHNOLOGICAL SCENARIOS

SOCIAL SCENARIO

RETURN TO TRADITIONAL STANDARDS

- Emphasis on conformity
- Tight restraints on sex
- Criminal penalties for narcotics
- Traditional sex roles

SPIRITUAL SCENARIO

PSYCHIC REVIVAL

- Belief in ESP
- Astrology is popular
- Interest in Tarot
- Statesmen consult psychics

TECHNOLOGICAL SCENARIO

HIGH TECHNOLOGY

- Space exploration
- Solar power satellites
- Micro-computers
- Efficient mass transportation

POLITICAL SCENARIO

DEMOCRATIC UTOPIA

- Citizen participation
- Responsive bureaucracy
- Legislative harmony
- Dedicated politicians

GLOBAL SCENARIO

WORLDWIDE PROSPERITY

- Rising production
- Lower living costs
- Free trade
- Multi-national projects

SOCIAL SCENARIO

NEW EMPHASIS ON FAMILY

- Young people marry early
- Children are loved
- Training courses for parents
- Government subsidies for families

SPIRITUAL SCENARIO

EASTERN RELIGIONS BOOM

- Buddhist monks beg in suburbs
- Crowds fill Sikh temples
- Hindu statues sold on streets
- Mosques replace churches

TECHNOLOGICAL SCENARIO

INTERMEDIATE TECHNOLOGY

- Solar heaters for homes
- Organic farming
- Neighborhood businesses and factories
- Many home crafts

POLITICAL SCENARIO

POLITICAL CHAOS

- Irregular elections
- Extremist parties
- Frequent riots
- Bombings and assassinations

GLOBAL SCENARIO

WORLD GOVERNMENT

- Elected world parliament
- International money
- Global peacekeeping force
- A President of the Earth

SOCIAL SCENARIO

SOCIAL ENGINEERING

- Planned communities
- Licenses for parents
- Sterilization of the unfit
- Government supervises child development

SPIRITUAL SCENARIO

CONTAGIOUS OPTIMISM

- All problems seem soluble
- Confidence everywhere
- Doomsayers are ignored
- Enthusiasm in business and government

TECHNOLOGICAL SCENARIO

LOW TECHNOLOGY

- Manual labor
- Home food production
- Subsistence farming
- Few luxuries

POLITICAL SCENARIO

MILITARY OLIGARCHY

- Military clique in power
- Political prisoners
- Return of spoils system
- Censorship of news media

GLOBAL SCENARIO

OVER-POPULATION

- Widespread famines
- Abysmal poverty
- Global epidemics
- Intermittent wars

SOCIAL SCENARIO

ULTRA-INDIVIDUALISM

- Stress on individual pleasure
- Self-development cults
- Increasing divorce
- Abandonment of children

SPIRITUAL SCENARIO

TRIUMPHANT SECULARISM

- Churches close
- Christians worship secretly
- Bible out of print
- Clergy seek other work

TECHNOLOGICAL SCENARIO

TRIUMPHANT TECHNOLOGY

- Computers solve global problems
- Disease and aging are conquered
- Robots do most work
- Contact with extra-terrestrial civilizations

POLITICAL SCENARIO

ULTRA-LIBERAL GOVERNMENT

- Guaranteed income
- Free health and medical services
- Huge bureaucracy
- High taxes

GLOBAL SCENARIO

INTERNATIONAL ANARCHY

- Terrorist attacks
- Restricted travel
- Abandoned cities
- Sporadic warfare

SOCIAL SCENARIO

WIDE FREEDOM FOR LIFE-STYLES

- Many unmarried couples live together
- Serial monogamy (marriage-divorce-remarriage)
- Homosexual marriages
- Group marriages common

SPIRITUAL SCENARIO

RESURGENT CHRISTIANITY

- Churches are packed
- Bible studies in schools
- Stress on Ten Commandments
- Daily prayers in home and workplace

TECHNOLOGICAL SCENARIO

TROUBLESOME TECHNOLOGY

- Air and water pollution
- Environmental destruction
- Unpredicted climate changes
- Breakdowns in systems

POLITICAL SCENARIO

ULTRA-CONSERVATIVE GOVERNMENT

- Low taxes
- Criminals sternly punished
- Reduced welfare payments
- Small bureaucracy

GLOBAL SCENARIO

INTERNATIONAL COOPERATION

- Soviet-U.S. cooperation
- European unification
- Japan-China customs union
- United States of Africa

SOCIAL SCENARIO

LIBERALIZATION OF SOCIAL STANDARDS

- Emphasis on diversity
- Total sexual freedom
- All drugs legalized
- Public nudity allowed

SPIRITUAL SCENARIO

DOOMSDAY ANTICIPATED

- People abandon jobs
- Prophets attract millions
- Crowds gather on hilltops
- Sins are publicly confessed

TECHNOLOGICAL SCENARIO

ULTRA TECHNOLOGY

- Test tube babies
- Cloning
- Genetic manipulation
- Permanent settlement on Mars

POLITICAL SCENARIO

COMMUNIST GOVERNMENT

- Non-communist parties curbed
- Dissidents are jailed
- Press must support Party
- Government owns industry

GLOBAL SCENARIO

NUCLEAR WAR

- Two billion casualties
- Cities abandoned
- Radiation sickness
- Looting and martial law

IMPORTANT: If this card remains face up for two full rounds, the game ends.

ECONOMIC SCENARIO

ECONOMIC DEPRESSION

- 35% unemployed
- Breadlines and soup kitchens
- Businesses go bankrupt
- Public works programs

ECONOMIC SCENARIO

CONSUMER ECONOMY

- High quality products
- Truth in advertising
- Consumer ombudsman
- Fast response to complaints

ECONOMIC SCENARIO

RAMPANT INFLATION

- Skyrocketing prices
- Savings eroded
- Increasing personal debt
- Speculation in commodities

ECONOMIC SCENARIO

RECESSION

- 10% unemployed
- Few opportunities
- Slow economic growth
- Strained welfare system

ECONOMIC SCENARIO

PLANNED ECONOMY

- Industries nationalized
- Wage-price controls
- Central planning
- Luxuries restricted

GLOBAL SCENARIO

POLITICAL SCENARIO

TECHNOLOGICAL SCENARIO

SPIRITUAL SCENARIO

SOCIAL SCENARIO

GLOBAL SCENARIO

POLITICAL SCENARIO

TECHNOLOGICAL SCENARIO

SPIRITUAL SCENARIO

SOCIAL SCENARIO

GLOBAL SCENARIO

POLITICAL SCENARIO

TECHNOLOGICAL SCENARIO

SPIRITUAL SCENARIO

SOCIAL SCENARIO

GLOBAL SCENARIO

POLITICAL SCENARIO

TECHNOLOGICAL SCENARIO

SPIRITUAL SCENARIO

SOCIAL SCENARIO

GLOBAL SCENARIO

POLITICAL SCENARIO

TECHNOLOGICAL SCENARIO

SPIRITUAL SCENARIO

SOCIAL SCENARIO

GLOBAL SCENARIO

POLITICAL SCENARIO

TECHNOLOGICAL SCENARIO

SPIRITUAL SCENARIO

SOCIAL SCENARIO

ECONOMIC SCENARIO

ECONOMIC SCENARIO

ECONOMIC SCENARIO

ECONOMIC SCENARIO

ECONOMIC SCENARIO

You mature but your partner doesn't

You (or your partner) are pregnant

You may:
1. Keep the child (mark a "B" on your scorecard)
2. Put the child up for adoption
3. Have an abortion

Your partner decides to pursue a career

Court appoints you guardian of your sister's 1-year-old daughter

Mark a "B" on your scorecard

You can have no (more) children

If you later draw a card that reads "you (or your partner) are pregnant," draw again.

You're fired

You (or your partner) are pregnant

You may:
1. Keep the child (mark a "B" on your scorecard)
2. Put the child up for adoption
3. Have an abortion

You meet a more attractive partner

DRAW A CHANGE CARD

You try swinging

DRAW A CHANGE CARD

Your relationship breaks up

DRAW A CHANGE CARD

You change your career

DRAW A CHANGE CARD

You're deeply in love with your partner

DRAW A CHANGE CARD

You are transferred but partner has commitments and cannot go with you

Court appoints you guardian of your brother's 1-year-old twins

Mark a "BB" on your scorecard

A blast from the past

A previous partner whom you still love wants to resume relationship

You develop a chronic illness that slows you down

You (or your partner) are pregnant

You may:
1. Keep the child (mark a "B" on your scorecard)
2. Put the child up for adoption
3. Have an abortion

Your child dies

If you've never had a child, draw again

You and your partner separate amicably

Do not subtract a point for changing life-styles

You (or your partner) are pregnant

You may:
1. Keep the child (mark a "B" on your scorecard)
2. Put the child up for adoption
3. Have an abortion

You win the lottery $100,000 prize

DRAW A CHANGE CARD

Your partner has an affair with a member of the same sex

DRAW A CHANGE CARD

You get a promotion

DRAW A CHANGE CARD

You run afoul of the law 2-year jail term

DRAW A CHANGE CARD

Your partner becomes unemployed

You (or your partner) are pregnant

You may:
1. Keep the child (mark a "B" on your scorecard)
2. Put the child up for adoption
3. Have an abortion

You're elected to a local political office

Court appoints you guardian of two 10-year-old children

Mark a "BB" on your scorecard

Your partner becomes famous

Your partner wants to alter the nature of your relationship

You inherit one million dollars

You become unemployed

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 20-40

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

Your partner leaves you	**You have a terminal illness** Unless you are saved by a Miracle Cure card, or draw a Miracle Cure card on your next turn, you're dead (and out of the game).	**You volunteer to test the anti-aging pill**	**You're on a fixed income**
You start a second career **DRAW A CHANGE CARD**	**You sell your memoirs** **DRAW A CHANGE CARD**	**You develop a deep relationship with your present partner** **DRAW A CHANGE CARD**	**Your partner dies** **DRAW A CHANGE CARD**
You have a heart attack If you have a second heart attack before being cured by a Miracle Cure card, you're dead (and out of the game).	**Your partner becomes more materialistic**	**You go back to school**	**You have a heart attack** If you have a second heart attack before being cured by a Miracle Cure card, you're dead (and out of the game).
Your partner becomes an alcoholic	**You go broke**	**You (or your partner) are pregnant** You may: 1. Keep the child (mark a "B" on your scorecard) 2. Put the child up for adoption 3. Have an abortion	**Your partner becomes a paraplegic**
You start your own business **DRAW A CHANGE CARD**	**Your partner has a sexually liberating experience** **DRAW A CHANGE CARD**	**You have a steady income** **DRAW A CHANGE CARD**	**You undergo six months of psychotherapy and develop a better understanding of yourself** **DRAW A CHANGE CARD**
Your job dead ends	**You have a heart attack** If you have a second heart attack before being cured by a Miracle Cure card, you're dead (and out of the game).	**Your partner dies**	**You fall madly in love with someone new**
You receive a year's sabbatical with pay **DRAW A CHANGE CARD**	**Your partner adopts an unconventional religion** **DRAW A CHANGE CARD**	**An elderly parent moves in with you and stays 10 years** **DRAW A CHANGE CARD**	**You achieve professional success** **DRAW A CHANGE CARD**
You receive an honorary degree from a local university	**You go blind**	**You and your partner share a deep common experience that enriches your lives**	**Your partner quits job**

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

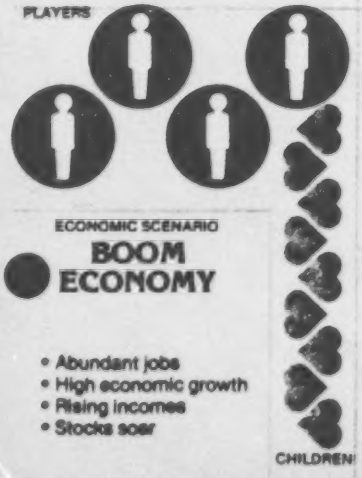
PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

PERSONAL EXPERIENCE 40-60

You are forced to retire	Your partner has an affair with a member of the opposite sex	Your partner acquires a heavy debt	You win a round-the-world cruise for 2
DRAW A CHANGE CARD	DRAW A CHANGE CARD	DRAW A CHANGE CARD	DRAW A CHANGE CARD
Your partner's 30-year-old niece and her husband move in and stay 10 years	Your partner retires	Your sister dies and leaves you her condominium in Florida	You save a life
You have a mystical experience	You MUST change one scenario	You MUST change one scenario	You MUST change one scenario
You MAY change one scenario	You MAY change one scenario	You MAY change one scenario	You MAY change one scenario
You MUST change the political scenario	You MUST change the political scenario	You MUST change the economic scenario	You MUST change the economic scenario
You MUST change the spiritual scenario	You MUST change the spiritual scenario	You MUST change the technological scenario	You MUST change the technological scenario
	You MUST change the social scenario	You MUST change the global scenario	You MUST change the global scenario
	You MUST change the social scenario	MIRACLE CURE CARD Cures any illness or impairment of any player. May be used only once.	MIRACLE CURE CARD Cures any illness or impairment of any player. May be used only once.

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

PERSONAL EXPERIENCE 60-80

CHANGE

CHANGE

CHANGE

PERSONAL EXPERIENCE 60-80

CHANGE

CHANGE

CHANGE

HAPPINESS SCORECARD

LifeStyles

DRAW A CARD

BIRTHDAYS	LOOKING BACK	REARING CHILDREN	CHANGING LIFE-STYLES	LOOKING AHEAD
20th	START HERE			
25th				
30th				
35th				

HAPPY BIRTHDAY-you're 40! Put 20-40 deck aside and draw from the 40-60 deck.

40th				
45th				
50th				
55th				

HAPPY BIRTHDAY-you're 60! Put 40-60 deck aside and draw from the 60-80 deck.

60th				
65th				
70th				
75th				
80th		HAPPY 80th BIRTHDAY! Look back at your life one more time.		

Subtotal each column and compare LOOKING BACK and LOOKING AHEAD.

SUBTOTAL				

TOTAL YOUR HAPPINESS POINTS: ____

HAPPINESS SCORECARD

LifeStyles

DRAW A CARD

BIRTHDAYS	LOOKING BACK	REARING CHILDREN	CHANGING LIFE-STYLES	LOOKING AHEAD
20th	START HERE			
25th				
30th				
35th				

HAPPY BIRTHDAY-you're 40! Put 20-40 deck aside and draw from the 40-60 deck.

40th				
45th				
50th				
55th				

HAPPY BIRTHDAY-you're 60! Put 40-60 deck aside and draw from the 60-80 deck.

60th				
65th				
70th				
75th				
80th		HAPPY 80th BIRTHDAY! Look back at your life one more time.		

Subtotal each column and compare LOOKING BACK and LOOKING AHEAD.

SUBTOTAL				

TOTAL YOUR HAPPINESS POINTS: ____

HAPPINESS SCORECARD

LifeStyles

DRAW A CARD

BIRTHDAYS	LOOKING BACK	REARING CHILDREN	CHANGING LIFE-STYLES	LOOKING AHEAD
20th	START HERE			
25th				
30th				
35th				

HAPPY BIRTHDAY-you're 40! Put 20-40 deck aside and draw from the 40-60 deck.

40th				
45th				
50th				
55th				

HAPPY BIRTHDAY-you're 60! Put 40-60 deck aside and draw from the 60-80 deck.

60th				
65th				
70th				
75th				
80th		HAPPY 80th BIRTHDAY! Look back at your life one more time.		

Subtotal each column and compare LOOKING BACK and LOOKING AHEAD.

SUBTOTAL				

TOTAL YOUR HAPPINESS POINTS: ____

HAPPINESS SCORECARD

LifeStyles

DRAW A CARD

BIRTHDAYS	LOOKING BACK	REARING CHILDREN	CHANGING LIFE-STYLES	LOOKING AHEAD
20th	START HERE			
25th				
30th				
35th				

HAPPY BIRTHDAY-you're 40! Put 20-40 deck aside and draw from the 40-60 deck.

40th				
45th				
50th				
55th				

HAPPY BIRTHDAY-you're 60! Put 40-60 deck aside and draw from the 60-80 deck.

60th				
65th				
70th				
75th				
80th		HAPPY 80th BIRTHDAY! Look back at your life one more time.		

Subtotal each column and compare LOOKING BACK and LOOKING AHEAD.

SUBTOTAL				

TOTAL YOUR HAPPINESS POINTS: ____

HAPPINESS SCORECARD

LifeStyles

DRAW A CARD

BIRTHDAYS	LOOKING BACK	REARING CHILDREN	CHANGING LIFE-STYLES	LOOKING AHEAD
20th	START HERE ➡			
25th				
30th				
35th				

HAPPY BIRTHDAY-you're 40! Put 20-40 deck aside and draw from the 40-60 deck.

40th				
45th				
50th				
55th				

HAPPY BIRTHDAY-you're 60! Put 40-60 deck aside and draw from the 60-80 deck.

60th				
65th				
70th				
75th				
80th		HAPPY 80th BIRTHDAY! Look back at your life one more time.		

Subtotal each column and compare LOOKING BACK and LOOKING AHEAD.

SUBTOTAL				

TOTAL YOUR HAPPINESS POINTS:

HAPPINESS SCORECARD

LifeStyles

DRAW A CARD

BIRTHDAYS	LOOKING BACK	REARING CHILDREN	CHANGING LIFE-STYLES	LOOKING AHEAD
20th	START HERE ➡			
25th				
30th				
35th				

HAPPY BIRTHDAY-you're 40! Put 20-40 deck aside and draw from the 40-60 deck.

40th				
45th				
50th				
55th				

HAPPY BIRTHDAY-you're 60! Put 40-60 deck aside and draw from the 60-80 deck.

60th				
65th				
70th				
75th				
80th		HAPPY 80th BIRTHDAY! Look back at your life one more time.		

Subtotal each column and compare LOOKING BACK and LOOKING AHEAD.

SUBTOTAL				

TOTAL YOUR HAPPINESS POINTS:

HAPPINESS SCORECARD

LifeStyles

DRAW A CARD

BIRTHDAYS	LOOKING BACK	REARING CHILDREN	CHANGING LIFE-STYLES	LOOKING AHEAD
20th	START HERE ➡			
25th				
30th				
35th				

HAPPY BIRTHDAY-you're 40! Put 20-40 deck aside and draw from the 40-60 deck.

40th				
45th				
50th				
55th				

HAPPY BIRTHDAY-you're 60! Put 40-60 deck aside and draw from the 60-80 deck.

60th				
65th				
70th				
75th				
80th		HAPPY 80th BIRTHDAY! Look back at your life one more time.		

Subtotal each column and compare LOOKING BACK and LOOKING AHEAD.

SUBTOTAL				

TOTAL YOUR HAPPINESS POINTS:

HAPPINESS SCORECARD

LifeStyles

DRAW A CARD

BIRTHDAYS	LOOKING BACK	REARING CHILDREN	CHANGING LIFE-STYLES	LOOKING AHEAD
20th	START HERE ➡			
25th				
30th				
35th				

HAPPY BIRTHDAY-you're 40! Put 20-40 deck aside and draw from the 40-60 deck.

40th				
45th				
50th				
55th				

HAPPY BIRTHDAY-you're 60! Put 40-60 deck aside and draw from the 60-80 deck.

60th				
65th				
70th				
75th				
80th		HAPPY 80th BIRTHDAY! Look back at your life one more time.		

Subtotal each column and compare LOOKING BACK and LOOKING AHEAD.

SUBTOTAL				

TOTAL YOUR HAPPINESS POINTS:

Facilitator Guide: Activity #16

LOOKING BACK Coll/Ad

"Looking Back" enables adults to view past decisions with maturity and objectivity. It encourages them to re-think portions of their lives and suggest alternative paths they might have taken and may yet follow.

Anticipated Outcomes: Objective reviewing of past; acknowledging judgment errors; suggesting positive futures

Activity Form: #16; Sample Open-Ended Statements

Directions:

1. Participants respond to all open-ended statements on Activity Form.

2. Participants divide into groups of 3-4 and discuss their responses. Allow 15-20 minutes for discussion.

3. Following discussion, participants each complete following statement related to their activity: "To make my wish for the next five years come true, the first step I must take is---To take this step I need to---I do not feel this goal is feasible for me. To make it more reasonable I should plan for the following---"

Participant Materials: Activity Form #16

LOOKING BACK

In "Looking Back" you will examine past decisions which, while you may not regret, you would have made differently had you owned a crystal ball. You will also project yourself five years hence, indicate what you want for yourself by then, and outline steps needed to get there.

Directions:

1. Read over and think about open-ended statements. Select a key time for you in the past 5 years (5 years ago, high school graduation, college graduation, first real job, etc.)

2. Respond to each statement as genuinely as you can.

3. Break into small groups of 3-4 each, and discuss for 15-20 minutes: responses, directions, possible past errors in judgment, what you could have or should have done.

4. Instructor will give you instructions for the last portion of this activity.

Open-Ended Statements to Complete *(See Sample)*

1. Five years ago, (or) when I _____, I wish I had _____

_____

2. If I had _____ at that time, I would now be _____

_____

3. Over the next 5 years, I want to _____

_____

4. By the end of 5 years, I will _____

_____

Sample Open-Ended Statements

1. When I graduated from college, I wish I had accepted the offer of a position as social caseworker, even though I had not planned on social work.

2. If I had worked at that job, I would now be experienced in casework with disadvantaged Blacks and Whites, and might even be Director of the county social services agency.

3. Over the next 5 years, I want to learn Spanish, take on a challenging job in a new line of work, and age gracefully.

4. By the end of 5 years, I will probably retire from the work world and join my husband in leisure pursuits.